

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 05:07PM local time  
  
**Start:** Friday, February 10, 2017 5:07 PM  
**End:** Friday, February 10, 2017 6:28 PM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5325 Depart: DCA - Washington on Fri 10 Feb 2017 at 05:07PM Arrive: HPN - Westchester County on Fri 10 Feb 2017 at 06:28PM Booking Code: M Traveler Information: STAN BUCHESKY - Coach - Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>



**Subject:** HPN/DCA  
**Location:** Westchester County (HPN) 06:25AM local time  
  
**Start:** Monday, February 13, 2017 6:25 AM  
**End:** Monday, February 13, 2017 7:47 AM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5220 Depart: HPN - Westchester County on Mon 13 Feb 2017 at 06:25AM Arrive: DCA - Washington on Mon 13 Feb 2017 at 07:47AM  
Booking Code: L Traveler Information: STAN BUCHESKY - Coach - 10F Check in at <https://www.aa.com> within 24 hours of departure.

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Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Ruddock, Neil**

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**Subject:** NIA tutorial/Hilary Malawer  
**Location:** 6E231  
  
**Start:** Tuesday, February 07, 2017 2:00 PM  
**End:** Tuesday, February 07, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Rigas, Laura**

---

**Subject:** Lunch with Gillum

**Start:** Tuesday, February 07, 2017 1:00 PM

**End:** Tuesday, February 07, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Buchesky, Stanley**

---

**Subject:** Auditorium

**Start:** Wednesday, February 08, 2017 2:00 PM

**End:** Wednesday, February 08, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Hold

**Start:** Friday, February 10, 2017 1:00 PM  
**End:** Friday, February 10, 2017 2:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

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**Start:** Friday, February 10, 2017 5:07 PM  
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**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\FOITINERARY

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## Buchesky, Stanley

---

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**Start:** Monday, February 13, 2017 6:25 AM  
**End:** Monday, February 13, 2017 7:47 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

d\plain\FOITINERARY

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Depart: HPN - Westchester County on Mon 13 Feb 2017 at 06:25AM  
Arrive: DCA - Washington on Mon 13 Feb 2017 at 07:47AM  
Booking Code: L  
Traveler Information: STAN BUCHESKY - Coach - 10F  
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Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Buchesky, Stanley**

---

**Subject:** hold

**Start:** Wednesday, February 08, 2017 1:00 PM  
**End:** Wednesday, February 08, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Erica

**Start:** Wednesday, February 08, 2017 9:00 AM

**End:** Wednesday, February 08, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Buchesky, Stanley

Rigas, Laura

---

**Subject:** All-Staff Meeting with Secretary of Education Betsy DeVos  
**Location:** Barnard Auditorium, LBJ Building  
**Start:** Wednesday, February 08, 2017 2:00 PM  
**End:** Wednesday, February 08, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Rigas, Laura

**Employees are invited to the first All-Staff Meeting with Secretary of Education Betsy DeVos**

Wednesday, Feb. 8, 2:00 PM -2:30 PM ET

Barnard Auditorium, LBJ Building and on **Mediasite**\* and **EDstream**\* with live captioning\*\*

**AGENDA**

- Welcoming Remarks, Acting General Counsel **Phil Rosenfelt**
- Remarks from the Secretary of Education **Betsy DeVos**
- Informal Meet and Greet

**MEDIASITE & EDSTREAM**

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**Rigas, Laura**

---

**Subject:** TT

**Start:** Wednesday, February 08, 2017 1:30 PM

**End:** Wednesday, February 08, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



**Jones, Amy**

---

**Subject:** All Department Meeting  
**Location:** LBJ - Auditorium  
  
**Start:** Thursday, February 09, 2017 2:00 PM  
**End:** Thursday, February 09, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Jones, Amy

**Rigas, Laura**

---

**Subject:** Howard U. call

**Start:** Wednesday, February 08, 2017 10:00 AM

**End:** Wednesday, February 08, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Ruddock, Neil**

---

**Subject:** All-Staff  
**Location:** Barnard Auditorium  
  
**Start:** Wednesday, February 08, 2017 2:00 PM  
**End:** Wednesday, February 08, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Call to schedule meeting with WHI HBCU  
**Location:** (202) 453-5627  
  
**Start:** Thursday, February 09, 2017 9:00 AM  
**End:** Thursday, February 09, 2017 9:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

Elyse Jones is the contact?



**Cox-Roush, Deborah**

---

**Subject:** All Staff meeting with Secretary

**Start:** Wednesday, February 08, 2017 2:00 PM

**End:** Wednesday, February 08, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

## ED Internal Communications

---

**Subject:** All-Staff Meeting and Meet & Greet with Sec. Betsy DeVos  
**Location:** Barnard Auditorium, LBJ, and Online  
**Start:** Wednesday, February 08, 2017 2:00 PM  
**End:** Wednesday, February 08, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** ED Internal Communications  
**Required Attendees:** DoED - All ED Employees

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#### **AGENDA**

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Informal Meet and Greet

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**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** ED Internal Communications  
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**Organizer:** ED Internal Communications  
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**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** ED Internal Communications  
**Required Attendees:** DoED - All ED Employees

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**Bailey, Nathan**

---

**Subject:** Howard University visit prep call  
**Location:** Ron Holden's office - 7C103  
  
**Start:** Wednesday, February 08, 2017 10:00 AM  
**End:** Wednesday, February 08, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Bailey, Nathan  
**Required Attendees:** Tucci, Richard; Rigas, Laura; Holden, Ronald



**Ruddock, Neil**

---

**Location:** 4w-203

**Start:** Wednesday, February 08, 2017 1:00 PM

**End:** Wednesday, February 08, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Venitia Richardson--Teacher Quality Programs  
**Location:** 4W-203  
  
**Start:** Wednesday, February 08, 2017 1:00 PM  
**End:** Wednesday, February 08, 2017 1:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Stefan Huh--charter schools

**Start:** Thursday, February 09, 2017 3:00 PM

**End:** Thursday, February 09, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Anna Hinton/Choice  
**Location:** FB-6, RM 4W229  
  
**Start:** Wednesday, February 08, 2017 12:00 PM  
**End:** Wednesday, February 08, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Lanzi, Adrienne M.**

---

**Subject:** background interview  
**Location:** 400 Maryland st NW Dept of Educ  
  
**Start:** Friday, February 10, 2017 12:00 PM  
**End:** Friday, February 10, 2017 2:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Lanzi, Adrienne M.  
**Required Attendees:** Ward, Jerry; (b)(6)

d\plainPOC: 907-202-3677

d\plain

d\plainThanks,

d\plain

d\plainAdrienne Lanzi | Special Agent

d\plainU.S. Office of Personnel Management | Federal Investigative Services

d\plainWashington Metropolitan (DC) | Field Office

d\plain1901 South Bell Street

d\plainArlington, VA | 22202

d\plain(202)-597-0212

d\plain

d\plain

d\plain

d\plain

**Rigas, Laura**

---

**Subject:** Call about the visit to Jefferson  
**Location:** we will call Michelle at 202.805.2885  
**Start:** Thursday, February 09, 2017 10:45 AM  
**End:** Thursday, February 09, 2017 11:00 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Rigas, Laura  
**Required Attendees:** Lerner, Michelle (DCPS); Holden, Ronald

**Huh, Stefan**

---

**Subject:** CSP  
**Location:** Oll Conference Room: 4W335  
  
**Start:** Thursday, February 09, 2017 3:00 PM  
**End:** Thursday, February 09, 2017 4:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Huh, Stefan  
**Required Attendees:** Ruddock, Neil

**Buchesky, Stanley**

---

**Subject:** Hai Tran

**Start:** Thursday, February 09, 2017 12:00 PM

**End:** Thursday, February 09, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Stracke, Linda**

---

**Subject:** Political Hiring Process  
**Location:** 7E102  
  
**Start:** Thursday, February 09, 2017 11:30 AM  
**End:** Thursday, February 09, 2017 12:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Stracke, Linda  
**Required Attendees:** Toner, Jana; Dedert, Mitchell; Young, Patrick; Cox-Roush, Deborah



**Stracke, Linda**

---

**Subject:** Political Hiring Process  
**Location:** 7E102  
  
**Start:** Thursday, February 09, 2017 11:30 AM  
**End:** Thursday, February 09, 2017 12:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Stracke, Linda  
**Required Attendees:** Toner, Jana; Dedert, Mitchell; Young, Patrick; Cox-Roush, Deborah

**Rooney, Patrick**

---

**Subject:** Title I/ESSA implications  
**Location:** 3W224  
  
**Start:** Tuesday, February 14, 2017 2:00 PM  
**End:** Tuesday, February 14, 2017 3:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Rooney, Patrick  
**Required Attendees:** Siry, Melissa; Ruddock, Neil; Hudson, Alexandra

**Ferguson, Gillum**

---

**Subject:** FW: Comms team meeting  
**Location:** Bullpen

**Start:** Thursday, February 02, 2017 4:00 PM  
**End:** Thursday, February 02, 2017 4:30 PM

**Recurrence:** Weekly  
**Recurrence Pattern:** Occurs every weekday from 4:00 PM to 4:30 PM effective 2/2/2017 until 2/28/2017.

**Meeting Status:** Accepted

**Organizer:** Ferguson, Gillum  
**Required Attendees:** Bailey, Nathan; Friendewey, Matthew; Holden, Ronald; Chamberlain, Michael; Oberlies, Michael  
**Optional Attendees:** Rigas, Laura

-----Original Appointment-----

**From:** Ferguson, Gillum  
**Sent:** Thursday, February 02, 2017 12:49 PM  
**To:** Ferguson, Gillum; Bailey, Nathan; Friendewey, Matthew; Holden, Ronald; Chamberlain, Michael; Oberlies, Michael  
**Subject:** Comms team meeting  
**When:** Occurs every Monday, Tuesday, Wednesday, Thursday, and Friday effective 2/2/2017 until 2/28/2017 from 4:00 PM to 4:30 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** Bullpen

**Jones, Amy**

---

**Subject:** IPA/Fellowships Analysis/Reports

**Start:** Thursday, February 09, 2017 12:00 PM

**End:** Thursday, February 09, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** Email/Admin/Review Reports/Briefings

**Start:** Thursday, February 09, 2017 8:30 AM

**End:** Thursday, February 09, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** IPAs/Fellowship Analysis

**Start:** Wednesday, February 08, 2017 3:00 PM

**End:** Wednesday, February 08, 2017 7:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy



Hinton, Anna

---

**Subject:** MSAP discussion  
**Location:** conference call number: (b)(6) participant code:  
(b)(6)  
**Start:** Friday, February 10, 2017 1:00 PM  
**End:** Friday, February 10, 2017 2:00 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Hinton, Anna  
**Required Attendees:** Ruddock, Neil; Todd, Jennifer

Neil and Jennifer—

I'll open the call with the leader code. You both should use the participant code. Thanks.

Rigas, Laura

---

**Subject:** Massachusetts Community Colleges Reception  
**Location:** Cannon House Office Building, Room 121  
  
**Start:** Wednesday, February 15, 2017 4:30 PM  
**End:** Wednesday, February 15, 2017 5:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Rigas, Laura

*Massachusetts Community Colleges Reception*  
*Wednesday, February 15*  
*4:30 p.m. to 5:30 p.m.*  
*Cannon House Office Building, Room 121*

**Ruddock, Neil**

---

**Subject:** FUP with HBCU WHI via email, Tuesday meeting is fine

**Start:** Friday, February 10, 2017 10:30 AM

**End:** Friday, February 10, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Woerner, Stephanie (Contractor)**

---

**Subject:** Buchesky, Stanley (b)(6)  
**Location:** -7W209

**Start:** Wednesday, February 22, 2017 9:30 AM  
**End:** Wednesday, February 22, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Woerner, Stephanie (Contractor)  
**Required Attendees:** Buchesky, Stanley; Youngblood, Terri (Contractor)  
**Optional Attendees:** Shim, Okhee; Chew, Michael

**Attachments:** (b)(6)

d\plain In order to increase efficiency I need your help. Please fill in the report with your information and keep it handy so we can fill in the recommendation together when we Talk. Thanks !

d\plain

d\plain

d\plain

**From:** Buchesky, Stanley  
**Sent:** Thursday, February 09, 2017 9:14 AM  
**To:** Woerner, Stephanie (Contractor)  
**Cc:** Shim, Okhee  
**Subject:** Re: (b)(6)

d\plain

d\plain

d\plain Every day

Sent from my iPhone

d\plain On Feb 9, 2017, at 8:58 AM, Woerner, Stephanie (Contractor) <[Stephanie.Woerner@ed.gov](mailto:Stephanie.Woerner@ed.gov)> wrote:

d\sb240\plain Hi Stanley

d\plain I am booked for this week and next week is filling fast. Not sure I can fit you in since I'm waiting for responses from others at this time. What days are you in the office? Stephanie

d\plain

**d\plainFrom:** Buchesky, Stanley  
**Sent:** Wednesday, February 08, 2017 12:35 PM  
**To:** Shim, Okhee  
**Cc:** Woerner, Stephanie (Contractor)  
**Subject:** RE: (b)(6)

d\plain

d\plain Thank you!

d\plain Stephanie, I have some time later this afternoon if that's possible for you. Thanks!

d\plain

**d\plainFrom:** Shim, Okhee  
**Sent:** Wednesday, February 08, 2017 12:02 PM  
**To:** Buchesky, Stanley  
**Cc:** Woerner, Stephanie (Contractor)  
**Subject:** RE: (b)(6)

d\plain

d\plain Hi Stanley,

d\plain

d\plain I've copied **Stephanie Woerner** here. She is on the (b)(6) at OCIO, and she (b)(6) You can schedule an appointment directly with Stephanie.

d\plain

(b)(6)

d\plain

d\plain Thanks,

d\plain Okhee

d\plain

**d\plain Okhee Shim**

*d\plain Formal EEO Complaints Manager*

d\plain Acting (b)(6)

d\plain Office of Equal Employment Opportunity Services (OEEOS) | U.S. Department of Education

ED-17-0091 and 17-0092-I-000055



d\plain400 Maryland Avenue, SW | Washington, DC 20202

d\plainDesk: 202-453-6957 | Mobile: 202-230-0375 | Fax: 202-205-5760 | [okhee.shim@ed.gov](mailto:okhee.shim@ed.gov)

d\plain

***d\plainIf I am away from the office, for immediate assistance with an EEO matter, please call the OEEOS main line at 202-401-3560.***

d\plain

d\plainProvide feedback on services received: [https://www.surveymonkey.com/s/EEOS\\_customer\\_service](https://www.surveymonkey.com/s/EEOS_customer_service) .

d\plain

d\plain

d\plain

**d\plainFrom:** Buchesky, Stanley  
**Sent:** Wednesday, February 08, 2017 11:42 AM  
**To:** Shim, Okhee  
**Subject:** Workstation accommodation

d\plain

d\plainHi Okhee,

d\plainRichard Smith said I should reach out to you regarding (b)(6) Can you please help me with that? Thank you!

d\plainStanley

d\plain



(b)(6)

Date:

Name:

Location: (rm number)

Phone:

POC:

Supervisor:

Prepared By: Stephanie Woerner, ATP

DeQue Systems Contractor

Reason for Referral:

(b)(6)

Duties:

(She/He) is a (Title) for the (Office you serve). (Her/His) duties require that she/he: (insert what you do-i.e. write reports; analyze programs; computer and mouse intensive; communicate with staff on the phone and in person.)

(b)(6)

(b)(6)

**Rosenfelt, Phil**

---

**Subject:** Canceled: Hold for Standing Meeting with Beachhead Team and OS, ODS, OUS, OGC

**Location:** Secretary's Conference Room (OS Managed) Conference Line: (b)(6)

**Start:** Monday, February 13, 2017 12:00 PM

**End:** Monday, February 13, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Rosenfelt, Phil

**Required Attendees:** Young, Patrick

**Attachments:** (b)(5)

**Importance:** High

Conference Line: (b)(6)

Participant Code:

We discussed having a Monday meeting at Friday's meeting

Possible Agenda:

(b)(5)



(b)(5)

(b)(5)

(b)(5)

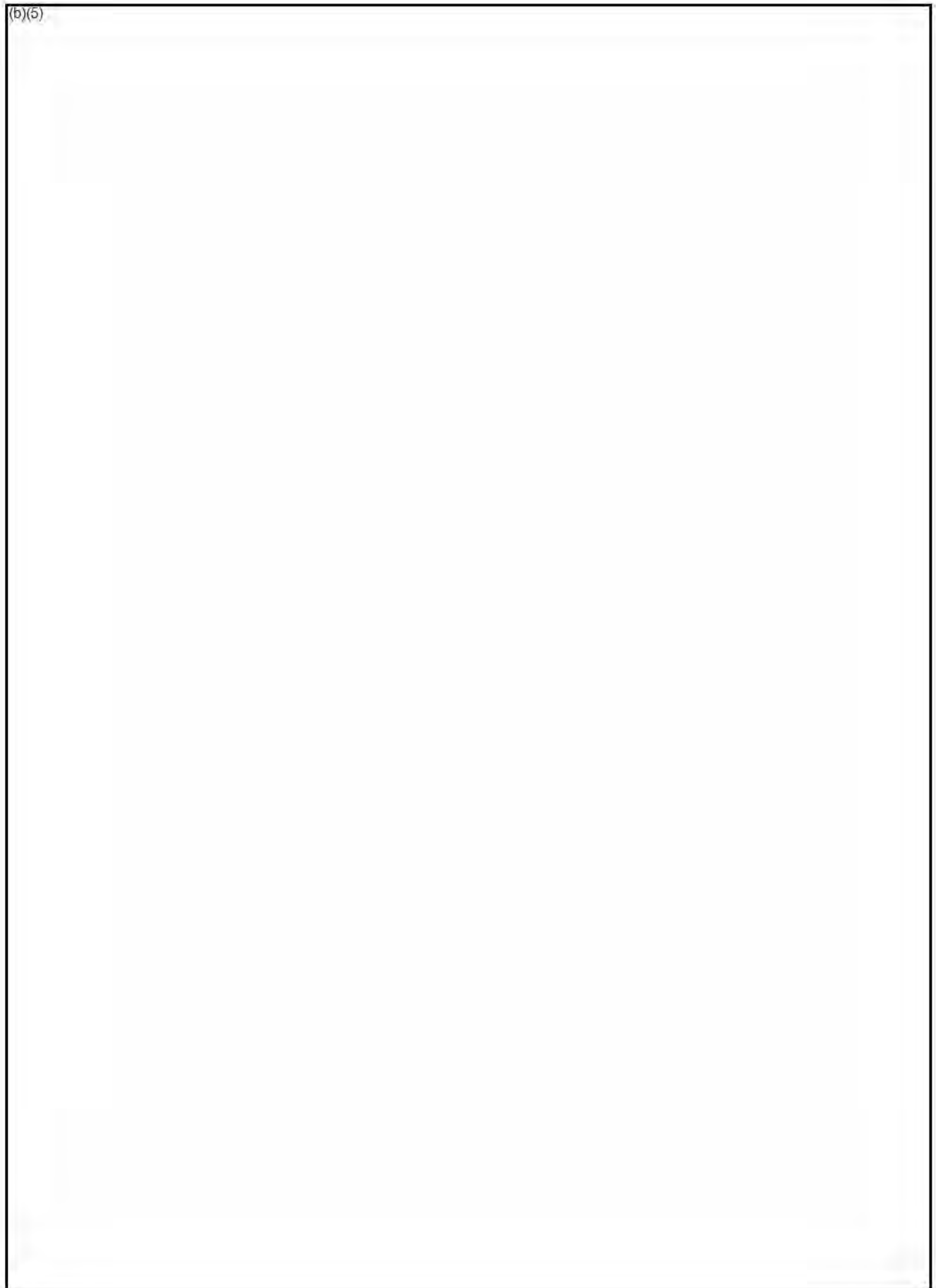


(b)(5)

(b)(5)

(b)(5)

(b)(5)



(b)(5)





(b)(5)



ED-17-0091 and 17-0092-I-000071

AMERICAN  
OVERSIGHT

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**Buchesky, Stanley**

---

**Subject:** Jason

**Start:** Monday, February 13, 2017 10:00 AM

**End:** Monday, February 13, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Todd, Jennifer

---

**Subject:** MSAP Discussion

**Location:** Conference call number: (b)(6)

(b)(6)

**Start:** Monday, February 13, 2017 11:00 AM

**End:** Monday, February 13, 2017 11:45 AM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Todd, Jennifer

**Required Attendees:** Hinton, Anna; Ruddock, Neil; Bailey, Nathan; Ferguson, Gillum; Holden, Ronald; Anderson, Margo

Please enter the participant code: (b)(6). Anna will activate the call with the leader code.

**Ruddock, Neil**

---

**Subject:** WebTA training/TMS

**Start:** Monday, February 13, 2017 6:00 PM

**End:** Monday, February 13, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** phone call  
**Start:** Monday, February 13, 2017 4:30 PM  
**End:** Monday, February 13, 2017 5:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Chester, LaVerne**

---

**Subject:** WebTA Tutorial  
**Location:** 7E218  
  
**Start:** Tuesday, February 14, 2017 3:30 PM  
**End:** Tuesday, February 14, 2017 4:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Chester, LaVerne  
**Required Attendees:** Ruddock, Neil; Kirby, Erika

### **Welcome to the Office of the Secretary**

Good morning Neil – We would like to meet with you on Tuesday at 3:30 am for a 30 minute deskside tutorial on WebTA.

WebTA is the Department's electronic time and attendance system and is used to record your duty hours and process your leave requests, and ultimately ensures that you get paid. Duty hours are based on a 8.5 hour work day and each pay period captures a two week timeframe. The current pay period began on February 6th, and ends February 18th.

This meeting was based on your availability in Outlook Calendar. Feel free to propose another time if this time is not convenient for you.

Thanks

LaVerne Chester

Executive Management Staff

**Chester, LaVerne**

---

**Subject:** WebTA Tutorial  
**Location:** 7E220  
  
**Start:** Tuesday, February 14, 2017 9:30 AM  
**End:** Tuesday, February 14, 2017 10:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Chester, LaVerne  
**Required Attendees:** Rigas, Laura; Jones, Carly

### **Welcome to the Office of the Secretary**

Good morning Laura – We would like to meet with you on Tuesday at 9:30 am for a 30 minute deskside tutorial on WebTA.

WebTA is the Department's electronic time and attendance system and is used to record your duty hours and process your leave requests, and ultimately ensures that you get paid. Duty hours are based on a 8.5 hour work day and each pay period captures a two week timeframe. The current pay period began on February 6th, and ends February 18th.

This meeting was based on your availability in Outlook Calendar. Feel free to propose another time if this time is not convenient for you.

Thanks

LaVerne Chester

Executive Management Staff

**Ruddock, Neil**

---

**Subject:** introductory meeting  
**Location:** 1E110  
  
**Start:** Tuesday, February 14, 2017 9:00 AM  
**End:** Tuesday, February 14, 2017 10:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil  
**Required Attendees:** Rush, Angel

**Jones, Elyse**

---

**Subject:** Informational Meeting w/ WHIIHBCU  
**Location:** 400 Maryland Ave, SW, Suite 4C128  
  
**Start:** Wednesday, February 15, 2017 4:30 PM  
**End:** Wednesday, February 15, 2017 5:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Jones, Elyse  
**Required Attendees:** Ruddock, Neil

A meeting has been scheduled for Wednesday, February 15<sup>th</sup> at 4:30PM ET. Additional meeting information is listed below.

U.S. Department of Education  
400 Maryland Ave, SW  
Washington, D.C.,  
Fourth Floor, Suite 4C128

If unable to come in person please call Elyse at: 202-453-5627. Let me know if you have further questions or concerns.

*Elyse Jones*

Operations & Program Analyst  
U.S. Department of Education  
White House Initiative on Historically Black Colleges and Universities  
(202)-453-5627 office  
(202)-453-5632 fax  
[Elyse.jones@ed.gov](mailto:Elyse.jones@ed.gov)

**Battle, Sandra**

---

**Subject:** OCR's Work  
**Location:** Sandy's Office (4E- 314)  
  
**Start:** Monday, February 13, 2017 4:00 PM  
**End:** Monday, February 13, 2017 5:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Battle, Sandra  
**Required Attendees:** Ruddock, Neil



**Stracke, Linda**

---

**Subject:** Status of Political Positions  
**Location:** 7E102

**Start:** Wednesday, February 15, 2017 10:00 AM  
**End:** Wednesday, February 15, 2017 10:30 AM

**Recurrence:** Weekly  
**Recurrence Pattern:** every Tuesday from 10:00 AM to 10:30 AM

**Meeting Status:** Accepted

**Organizer:** Stracke, Linda  
**Required Attendees:** Dedert, Mitchell; Chester, LaVerne; Young, Patrick  
**Optional Attendees:** Cox-Roush, Deborah



**Cox-Roush, Deborah**

---

**Subject:** Debbie must leave by 3 to catch 5:30 pm flight

**Start:** Friday, February 17, 2017 3:00 PM

**End:** Friday, February 17, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Stracke, Linda**

---

**Subject:** Status of Political Positions  
**Location:** 7E102

**Start:** Tuesday, February 21, 2017 10:00 AM  
**End:** Tuesday, February 21, 2017 10:30 AM  
**Show Time As:** Tentative

**Recurrence:** Weekly  
**Recurrence Pattern:** every Tuesday from 10:00 AM to 10:30 AM

**Meeting Status:** Not yet responded

**Organizer:** Stracke, Linda  
**Required Attendees:** Young, Patrick; Dedert, Mitchell; Chester, LaVerne; Toner, Jana; Cox-Roush, Deborah

**Stracke, Linda**

---

**Subject:** Status of Political Positions  
**Location:** 7E102  
  
**Start:** Wednesday, February 15, 2017 10:00 AM  
**End:** Wednesday, February 15, 2017 10:30 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Stracke, Linda  
**Required Attendees:** Toner, Jana; Young, Patrick; Dedert, Mitchell; Cox-Roush, Deborah; Chester, LaVerne

**Stracke, Linda**

---

**Subject:** Status of Political Positions  
**Location:** 7E102  
  
**Start:** Wednesday, February 15, 2017 10:00 AM  
**End:** Wednesday, February 15, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Stracke, Linda  
**Required Attendees:** Toner, Jana; Young, Patrick; Dedert, Mitchell; Cox-Roush, Deborah; Chester, LaVerne

Trettin, Sara

---

**Subject:** FW: Hold: Office of Educational Technology Briefing  
**Location:** ED iHUB (6W210)  
  
**Start:** Tuesday, February 21, 2017 2:00 PM  
**End:** Tuesday, February 21, 2017 3:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Trettin, Sara  
**Required Attendees:** Buchesky, Stanley

Stanley,

I'm sure you saw this. And I have read the OET landing team document as well. Would you like me to try and schedule a meeting with them to get a better understanding of their role within the department? I know EdTech is your thing and I found our last meeting with them to be fairly interesting, so I thought I'd offer in the event that your schedule was too full to meet with them.

If this isn't something you want me to worry about just let me know.

-Cody

-----Original Appointment-----

**From:** Trettin, Sara

**Sent:** Monday, February 13, 2017 4:35 PM

**To:** Trettin, Sara; Adams, Bernadette; Bearden, Susan; Collins, James; Jibril, Fatima; Lee, Joan; Leu, Sharon; Peters, Kristina; Pugh, Jacqueline; Soo, David; Stokes-Beverley, Christine; Vann, Angela; Woodall, Casandra; Conaty, Joe; Miller, Meredith; McHugh, Erin; Rosenfelt, Phil; Buchesky, Stanley; Lee, Ebony; Reynolds, Cody; Ventimiglia, Eric

**Subject:** Canceled: Hold: Office of Educational Technology Briefing

**When:** Tuesday, February 21, 2017 2:00 PM-3:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** ED iHUB (6W210)

We are pulling down next week's OET briefing, but are happy to provide more information on any of the projects highlighted on the attached OET Overview two-pager.

Thanks!

Sara

**Ruddock, Neil**

---

**Subject:** Background check briefing/Special Agent Reed

**Start:** Wednesday, February 15, 2017 12:30 PM

**End:** Wednesday, February 15, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** talk to Jim Manning

**Start:** Tuesday, February 14, 2017 8:30 AM

**End:** Tuesday, February 14, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Tuesday, February 14, 2017 12:00 PM

**End:** Tuesday, February 14, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Meeting

**Start:** Thursday, February 16, 2017 4:30 PM

**End:** Thursday, February 16, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** OLCA w/Michael

**Start:** Tuesday, February 14, 2017 4:00 PM

**End:** Tuesday, February 14, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Dorfman, Cynthia**

---

**Subject:** Touch base re: Women's History Month  
**Location:** 5E231

**Start:** Tuesday, February 14, 2017 2:30 PM  
**End:** Tuesday, February 14, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Dorfman, Cynthia  
**Required Attendees:** Rigas, Laura

**Petersen, Molly**

---

**Subject:** Meeting with OLCA  
**Location:** 6W316  
  
**Start:** Tuesday, February 14, 2017 4:00 PM  
**End:** Tuesday, February 14, 2017 5:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Petersen, Molly  
**Required Attendees:** Brickman, Michael; Ruddock, Neil

Looking forward to meeting with you.

Molly

**Buchesky, Stanley**

---

**Subject:** Open house

**Start:** Friday, February 17, 2017 1:00 PM

**End:** Friday, February 17, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** Josh

**Start:** Tuesday, February 14, 2017 5:00 PM

**End:** Tuesday, February 14, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



Rigas, Laura

---

**Subject:**

(b)(6)

**Start:**

Wednesday, February 15, 2017 11:45 AM

**End:**

Wednesday, February 15, 2017 12:45 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Cox-Roush, Deborah**

---

**Subject:** (b)(6)

**Start:** Friday, February 17, 2017 3:00 PM

**End:** Friday, February 17, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Rigas, Laura**

---

**Subject:** Lunch with Thomas

**Start:** Thursday, February 16, 2017 12:00 PM

**End:** Thursday, February 16, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Jones, Amy**

---

**Subject:** Conf. Call

**Start:** Wednesday, February 15, 2017 10:00 AM

**End:** Wednesday, February 15, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Riemer, Jeffrey (Justin)**

---

**Subject:** OCR Discussion  
**Location:** Justin's Office  
  
**Start:** Wednesday, February 15, 2017 11:15 AM  
**End:** Wednesday, February 15, 2017 11:45 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Riemer, Jeffrey (Justin)  
**Required Attendees:** Ruddock, Neil; Kossack, Andrew

**Ruddock, Neil**

---

**Subject:** debrief

**Location:** TBD

**Start:** Wednesday, February 15, 2017 4:00 PM

**End:** Wednesday, February 15, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Required Attendees:** Hudson, Alexandra

**Ruddock, Neil**

---

**Subject:** WebTA training

**Location:** 7E218

**Start:** Friday, February 17, 2017 9:15 AM

**End:** Friday, February 17, 2017 9:45 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Required Attendees:** Kirby, Erika



**Cox-Roush, Deborah**

---

**Subject:** Meeting (b)(6)  
**Location:** TBD  
  
**Start:** Saturday, February 25, 2017 10:30 AM  
**End:** Saturday, February 25, 2017 11:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

**Rigas, Laura**

---

**Subject:** call Scotland?

**Start:** Thursday, February 16, 2017 10:00 AM

**End:** Thursday, February 16, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** Phone

**Start:** Thursday, February 16, 2017 11:00 AM

**End:** Thursday, February 16, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Jose Viana Interview

**Location:** Phone

**Start:** Friday, February 17, 2017 2:00 PM

**End:** Friday, February 17, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Ruddock, Neil**

---

**Subject:** Introductory meeting  
**Location:** 4W104  
  
**Start:** Friday, February 17, 2017 10:30 AM  
**End:** Friday, February 17, 2017 11:15 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil  
**Required Attendees:** Caudillo, Emmanuel

**Ruddock, Neil**

---

**Subject:** Introductory meeting  
**Location:** 4C110  
  
**Start:** Thursday, February 16, 2017 4:00 PM  
**End:** Thursday, February 16, 2017 4:45 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil  
**Required Attendees:** Toussaint, Monique

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** Phone  
**Start:** Thursday, February 16, 2017 3:00 PM  
**End:** Thursday, February 16, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Friday, February 17, 2017 11:30 AM  
**End:** Friday, February 17, 2017 12:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Toner, Jana**

---

**Subject:** resumes and check in

**Start:** Thursday, February 16, 2017 3:00 PM  
**End:** Thursday, February 16, 2017 4:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Declined

**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick

Ryder, Ruth

---

**Subject:** FW: Discuss (b)(5) letter  
**Location:** Conference call (b)(6)  
**Start:** Thursday, February 16, 2017 2:30 PM  
**End:** Thursday, February 16, 2017 3:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Ryder, Ruth  
**Required Attendees:** Ham, Holly; Rosenfelt, Phil; Conaty, Joe; Pepin, Andrew; ONeill, Alexis  
**Optional Attendees:** Ferguson, Gillum; Frendewey, Matthew; Buchesky, Stanley; St.Pierre, Tracey

d\plain

d\plain

d\plain-----Original Appointment-----

**From:** Ryder, Ruth

**Sent:** Thursday, February 16, 2017 12:05 PM

**To:** Ryder, Ruth; Ham, Holly; Rosenfelt, Phil; Conaty, Joe; Pepin, Andrew; ONeill, Alexis

**Subject:** Discuss (b)(5) letter

**When:** Thursday, February 16, 2017 2:30 PM-3:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Conference call (b)(6)

d\plain

d\plain

d\plainRuth Leader code: (b)(6)

d\plain

**Toner, Jana**

---

**Subject:** resumes and check in

**Start:** Thursday, February 16, 2017 3:30 PM

**End:** Thursday, February 16, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Toner, Jana

**Required Attendees:** Young, Patrick

**Toner, Jana**

---

**Subject:** Morning meeting

**Location:** 7c105

**Start:** Friday, February 17, 2017 9:00 AM

**End:** Friday, February 17, 2017 9:15 AM

**Recurrence:** Weekly

**Recurrence Pattern:** Occurs every weekday from 9:00 AM to 9:15 AM effective 2/17/2017.

**Meeting Status:** Accepted

**Organizer:** Toner, Jana

**Required Attendees:** Cox-Roush, Deborah; Young, Patrick

Start the day debrief on plans for the day, priorities, and issues to be addressed.

---

**From:**  
**Sent:** Tuesday, December 12, 2017 10:03 AM  
**To:** Toner, Jana; Young, Patrick; Cox-Roush, Deborah

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, February 23, 2017 8:41 AM  
**To:** Toner, Jana; Cox-Roush, Deborah; Young, Patrick  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, March 02, 2017 8:14 AM  
**To:** Toner, Jana; Young, Patrick; Cox-Roush, Deborah  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Wednesday, April 05, 2017 8:35 AM  
**To:** Toner, Jana; Cox-Roush, Deborah; Young, Patrick  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.



**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, April 13, 2017 8:33 AM  
**To:** Toner, Jana; Cox-Roush, Deborah; Young, Patrick  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, April 20, 2017 8:36 AM  
**To:** Toner, Jana; Young, Patrick; Cox-Roush, Deborah  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**Subject:** Morning meeting  
**Location:** 7c105  
  
**Start:** Friday, February 17, 2017 9:00 AM  
**End:** Friday, February 17, 2017 9:15 AM  
  
**Recurrence:** Daily  
**Recurrence Pattern:** every weekday from 9:00 AM to 9:15 AM  
  
**Meeting Status:** Accepted  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah

Start the day debrief on plans for the day, priorities, and issues to be addressed.

---

**Sent:** Tuesday, December 12, 2017 10:05 AM  
**To:** Toner, Jana; Young, Patrick; Cox-Roush, Deborah

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Monday, February 20, 2017 8:28 AM  
**To:** Toner, Jana; Young, Patrick; Cox-Roush, Deborah  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, February 23, 2017 8:41 AM  
**To:** Toner, Jana; Cox-Roush, Deborah; Young, Patrick  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Toner, Jana**

---

**From:** Toner, Jana  
**Sent:** Thursday, March 02, 2017 8:14 AM  
**To:** Toner, Jana; Cox-Roush, Deborah; Young, Patrick  
**Subject:** Morning meeting

Start the day debrief on plans for the day, priorities, and issues to be addressed.

**Buchesky, Stanley**

---

**Subject:** Janice o

**Start:** Monday, March 06, 2017 3:00 PM

**End:** Monday, March 06, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Rigas, Laura**

---

**Subject:** (b)(6)

**Start:** Thursday, March 16, 2017 8:30 AM

**End:** Thursday, March 16, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Richardson, Venitia**

---

**Subject:** NIA Comments/Neil/Rich  
**Location:** Venitia's Office  
  
**Start:** Tuesday, February 21, 2017 3:00 PM  
**End:** Tuesday, February 21, 2017 4:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Richardson, Venitia  
**Required Attendees:** Ruddock, Neil; Wilson, Richard

**Richardson, Venitia**

---

**Subject:** NIA Comments/Neil/Rich  
**Location:** Venitia's Office  
  
**Start:** Tuesday, February 21, 2017 1:30 PM  
**End:** Tuesday, February 21, 2017 2:30 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Richardson, Venitia  
**Required Attendees:** Ruddock, Neil; Wilson, Richard

**Rigas, Laura**

---

**Subject:** (b)(6)

**Start:** Friday, February 17, 2017 8:30 AM

**End:** Friday, February 17, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

Hammersmith, Carollynn

---

**Subject:** Fwd: (b)(5) status meeting  
**Location:** conference call - (b)(6)

**Start:** Friday, February 17, 2017 8:30 AM  
**End:** Friday, February 17, 2017 9:30 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Hammersmith, Carollynn  
**Required Attendees:** 'Thomson, Kip'; Long, Tracy; Bradley, Renee; Ryder, Ruth; Steenen, Paul; Kushiya, Kristen; Pepin, Andrew; Moore, Ken; Gray, Jason; McDonald, Walter; Morgan, Justin; Ham, Holly  
**Optional Attendees:** Janet Lundeen; Keith Watson; Ferguson, Gillum; Frendewey, Matthew; Buchesky, Stanley; Petersen, Molly

d\plain\f0  
Holly Ham

d\plain\f0U.S. Department of Education

d\plain\f0

d\plain\f0Sent from my iPhone

d\plain\f0 Begin forwarded message:

**d\plain\f0From:** "Hammersmith, Carollynn" <[Carollynn.Hammersmith@ed.gov](mailto:Carollynn.Hammersmith@ed.gov)>  
**To:** "'Thomson, Kip'" <[kthomson@air.org](mailto:kthomson@air.org)>, "Long, Tracy" <[tlong@air.org](mailto:tlong@air.org)>, "Bradley, Renee" <[Renee.Bradley@ed.gov](mailto:Renee.Bradley@ed.gov)>, "Ryder, Ruth" <[Ruth.Ryder@ed.gov](mailto:Ruth.Ryder@ed.gov)>, "Steenen, Paul" <[Paul.Steenen@ed.gov](mailto:Paul.Steenen@ed.gov)>, "Kushiya, Kristen" <[Kristen.Kushiya@ed.gov](mailto:Kristen.Kushiya@ed.gov)>, "Pepin, Andrew" <[Andrew.Pepin@ed.gov](mailto:Andrew.Pepin@ed.gov)>, "Moore, Ken" <[Ken.Moore@ed.gov](mailto:Ken.Moore@ed.gov)>, "Gray, Jason" <[Jason.Gray@ed.gov](mailto:Jason.Gray@ed.gov)>, "McDonald, Walter" <[Walter.McDonald@ed.gov](mailto:Walter.McDonald@ed.gov)>, "Morgan, Justin" <[Justin.Morgan@ed.gov](mailto:Justin.Morgan@ed.gov)>, "Ham, Holly" <[Holly.Ham@ed.gov](mailto:Holly.Ham@ed.gov)>  
**Subject:** (b)(5) status meeting

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d\plain\f0

d\plain\f0All,

(b)(5)



**Ruddock, Neil**

---

**Subject:** hold for lunch w/Penn Hill

**Start:** Tuesday, February 21, 2017 11:00 AM

**End:** Tuesday, February 21, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Friday, February 17, 2017 2:00 PM  
**End:** Friday, February 17, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Ruddock, Neil**

---

**Subject:** introductory meeting  
**Location:** LBJ building/meet at security checkpoint  
  
**Start:** Friday, February 24, 2017 11:00 AM  
**End:** Friday, February 24, 2017 11:45 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil  
**Required Attendees:** Yu, Diana

Hammersmith, Carollynn

---

**Subject:** (b)(5) check in

**Location:** conference call - (b)(6)

**Start:** Friday, February 17, 2017 1:30 PM

**End:** Friday, February 17, 2017 2:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Hammersmith, Carollynn

**Required Attendees:** 'Thomson, Kip'; Long, Tracy; Bradley, Renee; Ryder, Ruth; Steenen, Paul; Kushiya, Kristen; Pepin, Andrew; Moore, Ken; Gray, Jason; McDonald, Walter; Morgan, Justin; Ham, Holly; Janet Lundeen; Keith Watson; Ferguson, Gillum; Friendewey, Matthew; Buchesky, Stanley; Petersen, Molly

**Optional Attendees:** King, Paul

d\plainAll,

d\plain

d\plain (b)(5)

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**Ruddock, Neil**

---

**Subject:** Get Darcy some dates

**Start:** Tuesday, February 21, 2017 11:00 AM

**End:** Tuesday, February 21, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Tuesday, February 21, 2017 2:00 PM  
**End:** Tuesday, February 21, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Subject:** Lunch with EdTech team

**Start:** Tuesday, February 21, 2017 1:00 PM

**End:** Tuesday, February 21, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\f0

**Buchesky, Stanley**

---

**Subject:** Navajo chief

**Start:** Tuesday, February 21, 2017 9:00 AM

**End:** Tuesday, February 21, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Hudson

**Location:**

(b)(6)

**Start:** Monday, February 20, 2017 3:30 PM

**End:** Monday, February 20, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\f0

**Buchesky, Stanley**

---

**Subject:** (b)(5)

**Start:** Tuesday, February 21, 2017 5:30 PM

**End:** Tuesday, February 21, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Subject:** FY 2017 ED, FSA, and Closing Package Financial Statement Audits Entrance Conference

**Location:** WDCPCP-8071

**Start:** Thursday, February 23, 2017 1:00 PM

**End:** Thursday, February 23, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Lehr, Theresa

**Required Attendees:** Tighe, Kathleen S.; Bruce, Sandra; Howard, Pat; Gordon, Bryon S.; Spencer, Greg; Holmes, Hugh; Campbell, Therese; Maranto, Joseph; Soltis, Tim; Wood, Gary; Matthews, Gail; Juengst, Phillip; Merrill, David; Arosemena, Ralph; Dyson, Chris; Lawrence, Mack; Guo, Lihong; Gu, Helen; Lillard, Jack (Contractor); Bolton-Smith, April; Wong, Joanne; Jefferson, Denise; Cline, Kelly; Gray, Jason; Claiborne, Christopher; Harrell, Jim; Hill, Allen; Galik, Daniel; Ricotta, Catherine; Robison, Greg; Kim, Ann; Thompson, D'Mekka; Commons, Daniel; Hurt, John; Chavez, Anthony; Burke, Sandra; Newton, Andy; Blot, William; Willoughby, Leslie; Clay, Stefanie; Garnett, Patsy; Thomas, Milton; Von Elm, Roger; 'Marlon.perry@claconnect.com'; Homan, John; Cumpian, Casie (Casie.Cumpian@claconnect.com); Hanlon, Patrick (Patrick.Hanlon@claconnect.com); Li, Xiaolu (Xiaolu.Li@claconnect.com); Ling, Gary (Gary.Ling@claconnect.com); Buadu, Kwame (Kwame.Buadu@claconnect.com); Julie.Sims@claconnect.com; 'Mana.Nakashima@claconnect.com'; Navarro, Erica; Simpson, Daniel; Wilson, James; McMahon, Sean; A.J. Hinton - USCFS (USCFS@gao.gov); Sanders, Linda K; GalvanL@gao.gov; Rupark@gao.gov; Dempster, Carolyn; Sarah.mirzakhani@claconnect.com; Leswing, Mia

**Optional Attendees:** Mirzakhani, Sarah; Murray, Mike; DiManna, Paul; Cole, DeAnica; Lincoln, Cherisse; Smith, Arrington; Buchesky, Stanley; Ham, Holly

**Attachments:** ED, FSA and CP Audits - Entrance Conference Agenda February 23, 2017.pptx

**Importance:** High

d\plainUpdate: Agenda – see the attached.

d\plain

d\plain

d\plainED, FSA and CP Audits - Entrance Conference Agenda February 23, 2017.pptx

d\plain-----

d\plainThis is to schedule the entrance conference for the FY 2017 ED, FSA and Closing Package Financial Statement audits. CLA will provide an agenda closer to the conference date.

d\plain

d\plainPlease note: Seating capacity in the room is limited as is the conference call in line. Key personnel representing ED, FSA, Budget Service, and OCIO should consider attending in person. All others may want to consider calling in as a group from other conference rooms.

d\plain

d\plainCall in number is (b)(6)

d\plainCode: (b)(6)

d\plain

d\plainIf you have any questions, please contact me or Greg Spencer at 202-245-6017 and 202-245-6015, respectively.

d\plain

d\plainTheresa Lehr

d\plainED/OIG

d\plainFSIAT

d\plain202-245-6017

d\plain

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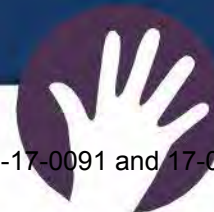
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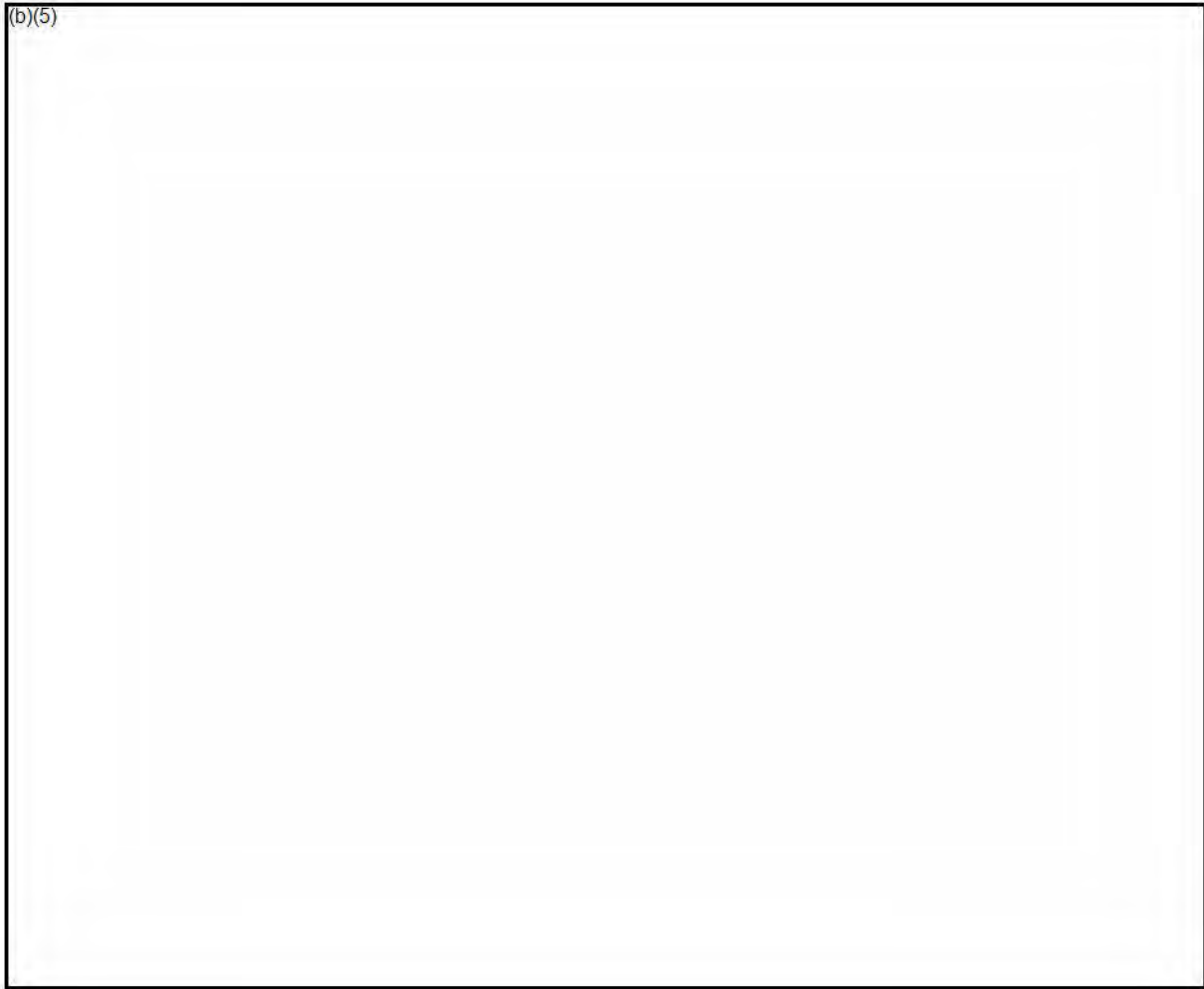
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The logo for American Oversight is a circular emblem with a stylized eagle in the center. The eagle's wings are spread, and its head is turned to the right. The emblem is rendered in a golden-brown color.

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7-0092-1-000186 or logo here

(see  directions to the right of this page)

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2-1-000187

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Siry, Melissa

---

**Subject:** (b)(5)

**Location:** WDCFB6-3E102

**Start:** Tuesday, February 21, 2017 12:00 PM

**End:** Tuesday, February 21, 2017 12:30 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Siry, Melissa

**Required Attendees:** Brickman, Michael; Jones, Amy; Kossack, Andrew; Oberlies, Michael; Hammer, Victoria; Barlow, Christine

(b)(5)

Best,  
Melissa Siry, Chris Barlow, and Victoria Hammer

Holland, Linda

---

**Subject:** Motorpool - LBJ to UCP - 3:35

**Start:** Wednesday, February 22, 2017 3:30 PM

**End:** Wednesday, February 22, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holland, Linda

**Required Attendees:** Buchesky, Stanley; Reynolds, Cody

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d\plain



**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Thursday, February 23, 2017 2:00 PM  
**End:** Thursday, February 23, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Rigas, Laura**

---

**Subject:** Caroline

**Start:** Tuesday, February 28, 2017 2:00 PM

**End:** Tuesday, February 28, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Kayleigh McEnany  
**Location:** call her at (b)(6)  
**Start:** Tuesday, February 21, 2017 4:00 PM  
**End:** Tuesday, February 21, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Rigas, Laura  
**Required Attendees:** Frendewey, Matthew; Bailey, Nathan

**Rigas, Laura**

---

**Subject:** TT

**Start:** Tuesday, February 28, 2017 1:30 PM

**End:** Tuesday, February 28, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** SOTU

**Start:** Tuesday, February 28, 2017 9:00 PM

**End:** Tuesday, February 28, 2017 10:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Advance CPAC

**Start:** Wednesday, February 22, 2017 12:00 PM

**End:** Wednesday, February 22, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Wednesday, February 22, 2017 11:30 AM

**End:** Wednesday, February 22, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Thursday, February 23, 2017 12:00 PM

**End:** Thursday, February 23, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



**Young, Patrick**

---

**Subject:** (b)(6) interview

**Location:** Phone

**Start:** Wednesday, February 22, 2017 2:00 PM

**End:** Wednesday, February 22, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Wednesday, February 22, 2017 2:45 PM  
**End:** Wednesday, February 22, 2017 3:15 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** phone

**Start:** Wednesday, February 22, 2017 11:00 AM

**End:** Wednesday, February 22, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Ruddock, Neil**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

Thursday, February 23, 2017 6:00 PM

**End:**

Thursday, February 23, 2017 7:30 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Rigas, Laura**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

Thursday, February 23, 2017 6:00 PM

**End:**

Thursday, February 23, 2017 7:00 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Rigas, Laura

**Ruddock, Neil**

---

**Subject:** Coffee w/Megan  
**Location:** (b)(6)  
**Start:** Wednesday, February 22, 2017 7:00 PM  
**End:** Wednesday, February 22, 2017 8:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Ruddock, Neil

**Rigas, Laura**

---

**Subject:** HBCU Call

**Start:** Wednesday, February 22, 2017 3:00 PM

**End:** Wednesday, February 22, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

Barlow, Christine

---

**Subject:** (b)(5)  
**Location:** 3C100  
**Start:** Friday, February 24, 2017 10:00 AM  
**End:** Friday, February 24, 2017 12:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Barlow, Christine  
**Required Attendees:** Brickman, Michael; Kossack, Andrew; Oberlies, Michael;  
Jones, Amy; Hammer, Victoria; Siry, Melissa; Wallin, Terra;  
Forrester, Tiffany; Myers, Shauna  
**Optional Attendees:** Scott, Tracey

Let's start with a calendar hold for 2 hours on Friday. (b)(5)  
(b)(5) But, they need not reserve the whole  
time. I'll send them an email tomorrow asking for them to be available as needed.

Let me know if anyone plans to telework Friday so that I can find a call in number.

Thanks all. - Chris



Rigas, Laura

---

**Subject:** (b)(6)

**Start:** Friday, February 24, 2017 11:30 AM

**End:** Friday, February 24, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Lunch with Vinh

**Start:** Friday, March 10, 2017 12:00 PM

**End:** Friday, March 10, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Thursday, February 23, 2017 10:00 AM  
**End:** Thursday, February 23, 2017 10:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) interview

**Location:** phone

**Start:** Thursday, February 23, 2017 11:00 AM

**End:** Thursday, February 23, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

Gray, Jason

---

**Subject:**

(b)(5)

**Location:**

Room 10038/PCP --

(b)(6)

**Start:**

Wednesday, February 22, 2017 9:30 AM

**End:**

Wednesday, February 22, 2017 10:30 AM

**Recurrence:**

(none)

**Meeting Status:**

Accepted

**Organizer:**

Gray, Jason

**Required Attendees:**

Moore, Ken; Ryder, Ruth; Pepin, Andrew; Hammersmith, Carollynn; McDonald, Walter; Morgan, Justin; Steenen, Paul; Harding, Lynn; Kwari, Nicholas; Nguyen, Kim; Jefferson, Justin; Lowry, Sabrina; Mamaril, Ryan; Kim, Ann; Wood, Tony; Hill, Allen; Ham, Holly; Bradley, Renee; Zion, Gary; Cline, Kelly; Ferguson, Gillum; Galik, Daniel

**Optional Attendees:**

Kushiya, Kristen; Rigas, Laura

**Attachments:**

(b)(5)



(b)(5)



**Young, Patrick**

---

**Subject:** Meet with Dougie  
**Location:** her office  
  
**Start:** Wednesday, February 22, 2017 1:00 PM  
**End:** Wednesday, February 22, 2017 1:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick



**Rigas, Laura**

---

**Subject:** OCO Meeting

**Start:** Wednesday, February 22, 2017 9:00 AM

**End:** Wednesday, February 22, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** meet with Josh

**Start:** Wednesday, February 22, 2017 1:00 PM

**End:** Wednesday, February 22, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** phone

**Start:** Wednesday, February 22, 2017 3:30 PM

**End:** Wednesday, February 22, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Schneider, Diana**

---

**Subject:** FW: Brown Bag for all ED Fellows  
**Location:** 1W103

**Start:** Wednesday, February 22, 2017 12:00 PM  
**End:** Wednesday, February 22, 2017 1:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Schneider, Diana  
**Required Attendees:** Jones, Amy; Jibril, Fatima; Woodall, Casandra; Vann, Angela; Stokes-Beverley, Christine; Pugh, Jacqueline; Bearden, Susan; Peters, Kristina; Morgan, Warren; Kelly, Patrick; Barney, Amanda; Cadet, Jean-Paul; Frost, Frances; Murphy, Hoang; Flowers, Jamon; Alfuth, Jon; Budman, Molly; Cohen-Boyer, Gillian; Ofodile-Carruthers, Nkemjika; Rodriguez, Celeste; Smith, Charm; Lohmann, Margaret; Jacobs, Cindy

**Optional Attendees:** Amanda Barney; Anna Baldwin; Arabo, Melody; Everett Arthur (20K485); Jean Paul Cadet; McKnight, Monifa B; (b)(6)@gmail.com; Sean McComb; Stacey D. Johnston; Lloyd, Leslie; Smith, Edward; Lagaard, Soren; Walters, Alecia; Price, Veronica; Toomer, Carolyn; Miller, Rebecca; Henderson, Charles; Booth, Lindsay; Zimmermann, Jacquelyn; Torres, Jessica; Shackel, Erin; Doolittle, Charles; Scott, Tracey; Smith, Kimberly; Avery, Tawanda; Rashid, Tahira; Conaty, Joe

-----Original Appointment-----

**From:** Schneider, Diana

**Sent:** Thursday, February 09, 2017 3:54 PM

**To:** Schneider, Diana; Jibril, Fatima; Woodall, Casandra; Vann, Angela; Stokes-Beverley, Christine; Pugh, Jacqueline; Bearden, Susan; Peters, Kristina; Morgan, Warren; Kelly, Patrick; Barney, Amanda; Cadet, Jean-Paul; Frost, Frances; Murphy, Hoang; Flowers, Jamon; Alfuth, Jon; Budman, Molly; Cohen-Boyer, Gillian; Ofodile-Carruthers, Nkemjika; Rodriguez, Celeste; Smith, Charm; Lohmann, Margaret; Jacobs, Cindy

**Cc:** Amanda Barney; Anna Baldwin; Arabo, Melody; Everett Arthur (20K485); Jean Paul Cadet; McKnight, Monifa B; (b)(6)@gmail.com; Sean McComb; Stacey D. Johnston; Lloyd, Leslie; Smith, Edward; Lagaard, Soren; Walters, Alecia; Price, Veronica; Toomer, Carolyn; Miller, Rebecca; Henderson, Charles; Booth,

Lindsay; Zimmermann, Jacquelyn; Torres, Jessica; Shackel, Erin; Doolittle, Charles; Scott, Tracey; Smith, Kimberly; Avery, Tawanda; Rashid, Tahira; Conaty, Joe

**Subject:** Brown Bag for all ED Fellows

**When:** Wednesday, February 22, 2017 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** 1W103

Have you ever wondered who all the other Fellows at ED are? Or wondered what ED staff members are working on in other offices? Now is your chance to find out!

The Educator Engagement Working Group would like to invite YOU to a *Brown Bag for all ED Fellows* from 12pm -1pm on February 22 in room 1W103.

Our Educators at ED team hopes this is an opportunity for all of ED's Fellows to meet one another and other ED staff members. We think it is also a great opportunity to enable ED staff members to learn more about you and the programs that brought you here.

We plan for the Brown Bag discussion to be relatively informal, but items we hope you'll share with us include:

- The mission and purpose of the Fellowship organization that brought you here and with whom we might connect?
- What is your background and interests in education and at ED.
- How long are you here at ED, what are you working on and how did you get connected to your office?
- What should ED staff know about your particular fellowship?
- How do you hope this experience at ED contributes to your professional trajectory?

If you think that you are able to join us, please RSVP by **February 17**. We ask that you include a short bio of yourself (3-5 sentences) and email to [Hoang.Murphy@ed.gov](mailto:Hoang.Murphy@ed.gov) and hope that you will let us know if there is something about the Department or the work happening here about which you'd like to learn more? This information will help us to make the event as fruitful as possible for us all.

We look forward to seeing you on February 22<sup>nd</sup>!

PS – If you know another fellow please extend the invitation.



**Holloway, Will (Scott)**

---

**Subject:** Conference Call on HBCU Event

**Start:** Wednesday, February 22, 2017 3:15 PM

**End:** Wednesday, February 22, 2017 3:45 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holloway, Will (Scott)

**Required Attendees:** Friendewey, Matthew; Rigas, Laura; DeCasper, Jennifer (Scott); Exner, Michele (Scott); Carson, Dwayne (Dwayne.Carson@mail.house.gov); grace.hilliard@mail.house.gov

d\plainGreat. Let's plan for 3:15. I will send around a conference call invite shortly to whoever would like to join.

d\plain

**d\plainFrom:** Rigas, Laura [<mailto:Laura.Rigas@ed.gov>]  
**Sent:** Tuesday, February 21, 2017 6:20 PM  
**To:** Carson, Dwayne; Holloway, Will (Scott); Exner, Michele (Scott); Friendewey, Matthew  
**Cc:** Smith, Sean (Scott); Hilliard, Grace; DeCasper, Jennifer (Scott)  
**Subject:** RE: HBCU Lunch

d\plain

d\plainThanks, Dwayne, look forward to working with you on this!

d\plainWe are available after 3pm as well. Just let me know what number we should call and when works for you.

d\plain

d\plainMichele – thanks for sending the draft advisory. When would you like to issue it?

d\plain

d\plainMy best,

d\plainL

d\plain

d\plainLaura Keehner Rigas

d\plainOffice of the Secretary

*d\plainU.S. Department of Education*

*d\plain(202) 453-6198 direct*

*d\plain(202) 215-2176 cell*

*d\plain*

*d\plain*

*d\plain*

**d\plainFrom:** Carson, Dwayne [<mailto:Dwayne.Carson@mail.house.gov>]

**Sent:** Tuesday, February 21, 2017 6:15 PM

**To:** Holloway, Will (Scott); Exner, Michele (Scott); Rigas, Laura; Friendewey, Matthew

**Cc:** Smith, Sean (Scott); Hilliard, Grace; DeCasper, Jennifer (Scott)

**Subject:** RE: HBCU Lunch

*d\plain*

*d\plainI am available any time after 3:00 pm tomorrow. Thanks for setting this up Will.*

*d\plain*

*d\plainDwayne Carson*

*d\plainAssociate Director for the Republican Study Committee/Deputy Chief of Staff*

*d\plainCongressman Mark Walker*

*d\plain1305 Longworth House Office Bldg*

*d\plain202-225-3065*

*d\plain*

*d\plain*

*d\plain*

**d\plainFrom:** Holloway, Will (Scott) [[mailto:Will\\_Holloway@scott.senate.gov](mailto:Will_Holloway@scott.senate.gov)]

**Sent:** Tuesday, February 21, 2017 6:10 PM

**To:** Exner, Michele (Scott); Rigas, Laura; Friendewey, Matthew

**Cc:** Smith, Sean (Scott); Carson, Dwayne; Hilliard, Grace; DeCasper, Jennifer (Scott)

**Subject:** RE: HBCU Lunch

*d\plain*

*d\plainHey Laura and Matt,*

*d\plain*

*d\plainWould we be able to set up a prep call sometime before the event? I'm pretty open tomorrow after 2:30 or Thursday afternoon. I'll let others here chime in with their availability.*

*d\plain*

d\plainBest,

d\plain

d\plain

**d\plainWill Holloway**

d\plainOffice of Senator Tim Scott

d\plain717 Hart Senate Office Building

d\plain202-224-6121

d\plain

d\plain

d\plain

**d\plainFrom:** Exner, Michele (Scott)

**Sent:** Tuesday, February 21, 2017 6:05 PM

**To:** Rigas, Laura; Holloway, Will (Scott); Frendewey, Matthew

**Cc:** Smith, Sean (Scott)

**Subject:** RE: HBCU Lunch

d\plain

d\plainHey Laura,

d\plain

d\plainBelow is our advisory... Should answer most of the questions you have. Press avail will be as lunch is starting for even attendees. It will be separate from the actual event.

d\plain

d\plainPlease let me know if you have any other questions!

d\plain

## **MEDIA ADVISORY: Sen. Scott, Rep. Walker to host HBCU Leadership on Capitol Hill, DeVos to Keynote**

**WASHINGTON, D.C.** – In a first of its kind event, Sen. Tim Scott (R-S.C.) and Rep. Mark Walker (R-N.C.) have invited the Presidents and Chancellors of Historically Black Colleges and Universities (HBCUs) to participate in a daylong conference at the Library of Congress on Tuesday, February 28<sup>th</sup>. Currently, there are approximately 85 registered HBCU Presidents scheduled to attend.

d\intbl\plainThe event and discussion panels will focus on opportunity, strengthening bilateral relationships, and celebrating the importance of our country's HBCUs. Secretary of Education, Betsy DeVos, has been confirmed as the event's keynote speaker.



d\intbl\plainIn addition to Scott and Walker, confirmed participants include:

- Sen. Marco Rubio (R-Fla.)
- Speaker Paul Ryan (R-Wis.)
- Rep. Bradley Byrne (R-Ala.)
- Rep. Trey Gowdy (R-SC)
- Rep. Mia Love (R-Utah)
- Johnny Taylor, President of the Thurgood Marshall Foundation
- Dr. Michael Lomax, President and CEO, United Negro College Fund

d\intbl\plainA schedule of the day is below. Events in bold are open to the press.

## **d\intbl\plainTuesday, February 28, 2017**

### d\intbl\plainLocation:

d\intbl\plainLibrary of Congress  
Jefferson Building  
10 First Street, SE  
Washington, DC 20540

d\intbl\plain9:15 a.m. – Opening remarks by Sen. Scott and Rep. Walker

d\intbl\plain10:00 a.m. – Discussion I: Bridging the Gap: From classroom to Corporate World

*Moderated by Rep. Trey Gowdy, (R-SC 4<sup>th</sup> District)*

d\intbl\plain11:00 a.m. – Discussion II: Breaking the Mold

*Moderated by Rep. Walker. Panelists include Sen. Scott, Sen. Rubio, Rep. Byrne, and Rep. Love.*

**d\intbl\plain12:00 p.m. – Press availability session featuring Sen. Scott and Rep. Walker**

d\intbl\plain12:15pm: Keynote Luncheon – *Secretary Betsy DeVos, Department of Education*

**d\intbl\plain2:00pm: Facebook Live Conversation with the Thurgood Marshall Foundation**

***Moderated by Johnny Taylor. Panelists include Speaker Ryan, Sen. Scott, and Rep. Walker.***

d\intbl\plain3:00pm: Tour the National Museum African American History and Culture

**d\intbl\plain**All interested media should RSVP by emailing  
**[Scott.Press@scott.senate.gov](mailto:Scott.Press@scott.senate.gov)** and **[Jack.Minor@mail.house.gov](mailto:Jack.Minor@mail.house.gov)**. Media must RSVP  
by Thursday, Feb. 23<sup>rd</sup>.

d\intbl\qc\plain###

d\plain

d\plain

d\plain

d\plain

d\plain

**Rigas, Laura**

---

**Subject:** HBCU Event Conference Call  
**Location:** (b)(6)  
**Start:** Wednesday, February 22, 2017 3:15 PM  
**End:** Wednesday, February 22, 2017 3:45 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Rigas, Laura

Will Holloway has invited you to a meeting

Audio:  
Dial-in number (United States): (b)(6)

International Dial-in Numbers:  
(b)(6)

Online Meeting:  
(b)(6)

For 24/7 Customer Care, please contact (844) 844-1322.

**Jones, Amy**

---

**Location:** Skype Meeting

**Start:** Thursday, February 23, 2017 10:00 AM

**End:** Thursday, February 23, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Jones, Amy

---

[→ Join Skype Meeting](#)

This is an online meeting for Skype for Business, the professional meetings and communications app formerly known as Lync.

[Help](#)

---

**Ruddock, Neil**

---

**Subject:** FUP w/Angel Rush and Elyse Jones

**Start:** Thursday, February 23, 2017 11:30 AM

**End:** Thursday, February 23, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Rigas, Laura**

---

**Subject:** TT

**Start:** Thursday, February 23, 2017 2:00 PM

**End:** Thursday, February 23, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** Phone

**Start:** Monday, February 27, 2017 10:00 AM

**End:** Monday, February 27, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick



**Young, Patrick**

---

**Subject:** (b)(6) Interview - Tentative  
**Location:** Phone  
**Start:** Thursday, February 23, 2017 3:15 PM  
**End:** Thursday, February 23, 2017 3:45 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Mansfield, Stephanie**

---

**Subject:** HR policy Overview

**Location:** (b)(6)

**Start:** Friday, February 24, 2017 9:00 AM

**End:** Friday, February 24, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Mansfield, Stephanie

**Required Attendees:** Ham, Holly; Young, Patrick

**Objective:**

Provide an overview of the HR policy development process and a background of the Probationary Period policy.

**Mansfield, Stephanie**

---

**Subject:** UPDATED HR policy Overview  
**Location:** (b)(6)  
**Start:** Friday, February 24, 2017 9:00 AM  
**End:** Friday, February 24, 2017 9:30 AM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Mansfield, Stephanie  
**Required Attendees:** Ham, Holly; Young, Patrick  
**Attachments:** Human Capital Policy Process.docx

**Objective:**

Provide an overview of the HR policy development process and a background of the Probationary Period policy.

(b)(5)

Chester, LaVerne

---

**Subject:** FW: Process for Personnel Actions  
**Location:** 7E-102

**Start:** Thursday, February 23, 2017 10:30 AM  
**End:** Thursday, February 23, 2017 11:00 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Chester, LaVerne  
**Required Attendees:** Barclay, Valarie; Dedert, Mitchell; Jones, Yolanda; Pollard, Monique; Cuffee-Graves, Cassandra  
**Optional Attendees:** Stracke, Linda; Young, Patrick; Cox-Roush, Deborah

**Attachments:** (b)(5)

-----Original Appointment-----

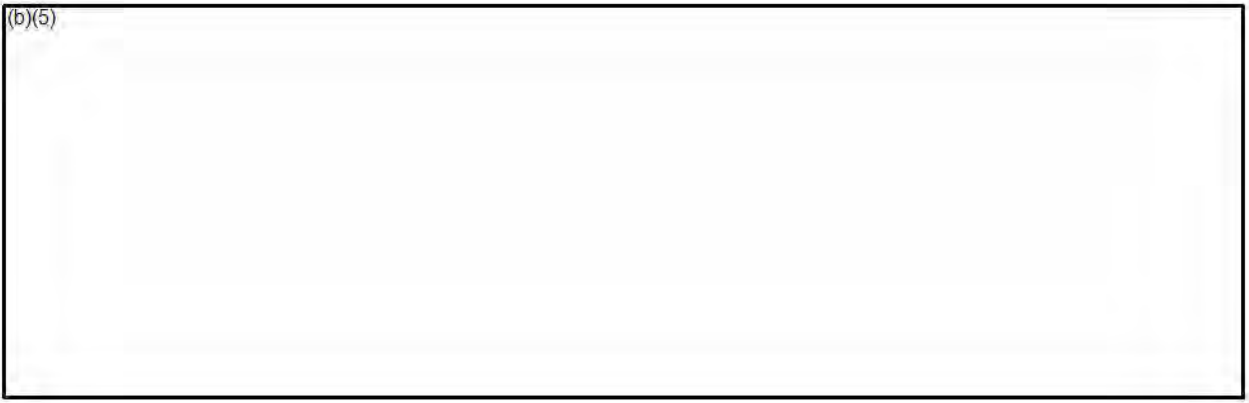
**From:** Chester, LaVerne  
**Sent:** Wednesday, February 22, 2017 4:14 PM  
**To:** Chester, LaVerne; Barclay, Valarie; Dedert, Mitchell; Jones, Yolanda; Pollard, Monique; Cuffee-Graves, Cassandra  
**Cc:** Stracke, Linda  
**Subject:** Process for (b)(5)  
**When:** Thursday, February 23, 2017 10:30 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** 7E-102

Val/Yolanda,  
Attached is the current (b)(5) We would like to discuss changes to this process at the meeting tomorrow.  
Thanks  
LaVerne

**Dial-in Number:** (b)(6)  
**Leader Code:** (b)(6)  
**Participant Code:** (b)(6)

(b)(5)

(b)(5)



Chester, LaVerne

---

**Subject:** FW: Process for (b)(5)  
**Location:** 7E-102

**Start:** Thursday, February 23, 2017 10:30 AM  
**End:** Thursday, February 23, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Chester, LaVerne  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah; Barclay, Valarie;  
Dedert, Mitchell; Jones, Yolanda; Pollard, Monique; Cuffee-  
Graves, Cassandra  
**Optional Attendees:** Stracke, Linda

**Attachments:** (b)(5)

-----Original Appointment-----

**From:** Chester, LaVerne  
**Sent:** Wednesday, February 22, 2017 4:14 PM  
**To:** Chester, LaVerne; Barclay, Valarie; Dedert, Mitchell; Jones, Yolanda; Pollard, Monique; Cuffee-Graves, Cassandra  
**Cc:** Stracke, Linda  
**Subject:** Process for (b)(5)  
**When:** Thursday, February 23, 2017 10:30 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** 7E-102

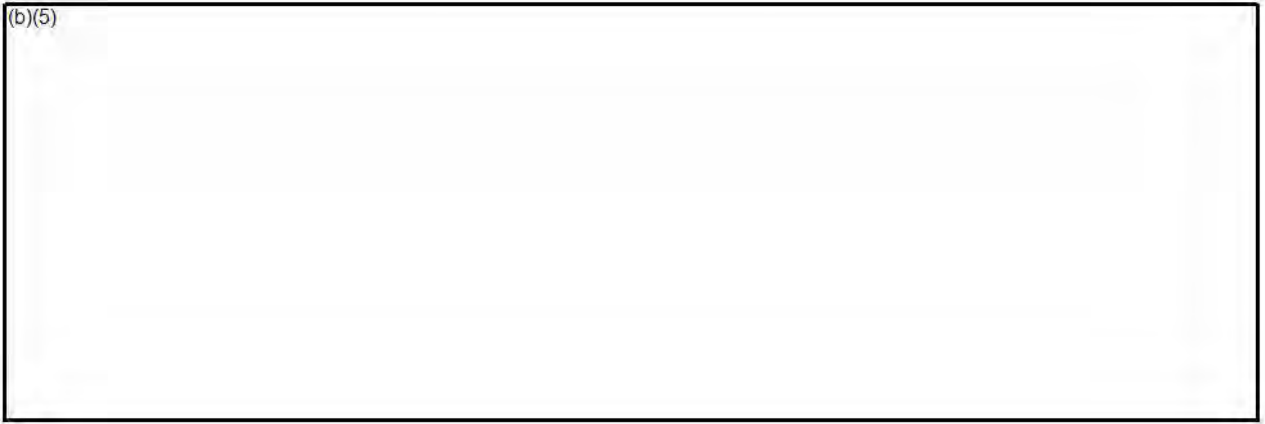
Val/Yolanda,  
Attached is the current (b)(5) We would like to discuss changes to this process at the meeting tomorrow.  
Thanks  
LaVerne

**Dial-in Number:** (b)(6)  
**Leader Code:** (b)(6)  
**Participant Code:** (b)(6)

(b)(5)



(b)(5)



**Young, Patrick**

---

**Subject:** (b)(6) phone interview - Tentative  
**Location:** phone  
**Start:** Friday, February 24, 2017 11:00 AM  
**End:** Friday, February 24, 2017 11:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Skype

**Start:** Thursday, February 23, 2017 3:30 PM

**End:** Thursday, February 23, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** Phone  
**Start:** Monday, February 27, 2017 4:00 PM  
**End:** Monday, February 27, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Hold

**Start:** Friday, February 24, 2017 12:00 PM  
**End:** Friday, February 24, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley  
**Required Attendees:** Navarro, Erica

**Buchesky, Stanley**

---

**Subject:** Hold

**Start:** Monday, February 27, 2017 2:00 PM  
**End:** Monday, February 27, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley  
**Required Attendees:** Navarro, Erica

**Young, Patrick**

---

**Subject:** Interview with Chris Rinkus(Potential Political Appointee)

**Location:** Your office

**Start:** Monday, February 27, 2017 2:00 PM

**End:** Monday, February 27, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Young, Patrick

**Required Attendees:** Conaty, Joe

**Young, Patrick**

---

**Subject:** Carrie Coxon Interview  
**Location:** Your Office  
  
**Start:** Wednesday, March 01, 2017 2:30 PM  
**End:** Wednesday, March 01, 2017 3:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Conaty, Joe



**Young, Patrick**

---

**Start:** Monday, February 27, 2017 2:00 PM

**End:** Monday, February 27, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Young, Patrick

**Required Attendees:** Conaty, Joe

## Buchesky, Stanley

---

**Subject:** Kent

**Start:** Friday, February 24, 2017 3:00 PM

**End:** Friday, February 24, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

(b)(6)

**Subject:** Flight 4067 DCA/HPN

**Start:** Friday, February 24, 2017 7:12 PM

**End:** Friday, February 24, 2017 8:34 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** (b)(6)

**Required Attendees:** Buchesky, Stanley

**Attachments:** invite.ics

**d\intbl\cbpat2\plainFlight 4067 DCA/HPN**

[d\intbl\cbpat2\plain\0more details »](#)

Fri Feb 24, 2017 7:12pm – 8:34pm Eastern Time

d\intbl\itap2\cbpat2\plain\0When

[https://plus.google.com/hangouts/\\_/theadtechfund.com/stan](https://plus.google.com/hangouts/_/theadtechfund.com/stanley.buchesky@ed.gov)

d\intbl\itap2\cbpat2\plain\0Video call

stanley.buchesky@ed.gov

d\intbl\itap2\cbpat2\plain\0Calendar

d\intbl\itap2\cbpat2\plain\0Who

- d\intbl\itap3\cbpat2\plain\0(b)(6) - organizer
- d\intbl\itap3\cbpat2\plain\0stanley.buchesky@ed.gov

d\intbl\cbpat2\plain\0Going? [Yes](#) - [Maybe](#) - [No more options »](#)

d\intbl\cbpat7\plain\0Invitation from [Google Calendar](#)

d\intbl\cbpat7\sb280\plain\0You are receiving this courtesy email at the account stanley.buchesky@ed.gov because you are an attendee of this event.

d\intbl\cbpat7\sb280\plain\0To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at <https://www.google.com/calendar/> and control your notification settings for your entire calendar.

d\intbl\cbpat7\sb280\plain\0Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More](#)

# Flight 4067 DCA/HPN

**20170225T001200Z**  
**CONFIRMED**

**PRODID**

-//Google Inc//Google Calendar 70.9054//EN

**Version**

2.0

**CALSCALE**

GREGORIAN

**METHOD**

REQUEST

**Start Date/Time**

20170225T001200Z

**End Date/Time**

20170225T013400Z

**DTSTAMP**

20170223T191310Z

**ORGANIZER** ( CN=stan@theedtechfund.com )

mailto:stan@theedtechfund.com

**UID**

51413853-05DD-48C6-877C-EE86436D0EA3

**Attendee**

**mailto:** (b)(6)  
*Role* REQ-PARTICIPANT  
*RSVP* TRUE

**Attendee**

**mailto:stanley.buchesky@ed.gov**  
*Role* REQ-PARTICIPANT  
*RSVP* TRUE

**CREATED**

20170223T191224Z

**Description**

This event has a Google Hangouts video call.  
Join: [https://plus.google.com/hangouts/\\_/theedtechfund.com/stan?hceid=c3RhbkB0aGVIZHRIY2hmdW5kLmNvbQ.\\_6koj8c9j70qj6b9g6l248b9k711jcb9o6srk6ba58ks3cd1j6p230ha16c&hs=121](https://plus.google.com/hangouts/_/theedtechfund.com/stan?hceid=c3RhbkB0aGVIZHRIY2hmdW5kLmNvbQ._6koj8c9j70qj6b9g6l248b9k711jcb9o6srk6ba58ks3cd1j6p230ha16c&hs=121) \n  
View your event at [https://www.google.com/calendar/event?action=VIEW&ei=d=XzZrb2o4YzlgNzBxajZiOWc2bDI0OGI5azcxMWpjYjlvNnNyazZiYTU4a3MzY2QxajZwMjMwaGExNmMgc3RhbmXleS5idWNoZXNreUBlZC5nb3Y&tok=Mjljc3RhbkB0aGVIZHRIY2hmdW5kLmNvbTQwMGl0OTYyOTUzYmNlZTVkODVmNjZmMmYwMjExMTFiNDQ2YjNkMDg&ctz=America/New\\_York&hl=en](https://www.google.com/calendar/event?action=VIEW&ei=d=XzZrb2o4YzlgNzBxajZiOWc2bDI0OGI5azcxMWpjYjlvNnNyazZiYTU4a3MzY2QxajZwMjMwaGExNmMgc3RhbmXleS5idWNoZXNreUBlZC5nb3Y&tok=Mjljc3RhbkB0aGVIZHRIY2hmdW5kLmNvbTQwMGl0OTYyOTUzYmNlZTVkODVmNjZmMmYwMjExMTFiNDQ2YjNkMDg&ctz=America/New_York&hl=en).

**Last Modified**

20170223T191310Z

**Location****Sequence Number**

0

**Status**

CONFIRMED

**Summary**

Flight 4067 DCA/HPN

**Time Transparency**

OPAQUE

**ACTION**

DISPLAY

**Description**

This is an event reminder

**TRIGGER**

-P0DT0H15M0S

**ACTION**

NONE

**TRIGGER ( VALUE=DATE-TIME )**

19760401T005545Z

**Ruddock, Neil**

---

**Subject:** Call John Schoenig

**Start:** Thursday, February 23, 2017 4:30 PM

**End:** Thursday, February 23, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Buchesky, Stanley**

---

**Subject:** Trump

**Start:** Wednesday, March 01, 2017 7:00 PM

**End:** Wednesday, March 01, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Dedert, Mitchell**

---

**Subject:** Amy' Data Call  
**Location:** 7C117 - Mitch's Office  
  
**Start:** Friday, February 24, 2017 1:00 PM  
**End:** Friday, February 24, 2017 2:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Dedert, Mitchell  
**Required Attendees:** Jones, Amy

Let's meet to see if I can help answer some of your questions. I'm also free at 9:00 a.m. if you want to meet earlier.

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Thursday, February 23, 2017 3:00 PM  
**End:** Thursday, February 23, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

This calendar entry is post interview. It had not made it to my calendar and he called at 3pm. We proceeded with the interview.

**Ruddock, Neil**

---

**Subject:** Lunch w/Kim Richey  
**Location:** Air and Space food court  
  
**Start:** Wednesday, March 01, 2017 11:30 AM  
**End:** Wednesday, March 01, 2017 12:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Lunch w/Vic Klatt and Darcy Philps  
**Location:** Tortilla Coast  
  
**Start:** Tuesday, February 28, 2017 11:15 AM  
**End:** Tuesday, February 28, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Lexi happy hour  
**Location:** Camden Grant Park, 910 15th St NW, Suite 1206  
(McPherson Square)  
  
**Start:** Friday, February 24, 2017 7:00 PM  
**End:** Friday, February 24, 2017 8:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

(b)(6)

**Dorfman, Cynthia**

---

**Subject:** Women's History Month Event  
**Location:** 5E231  
  
**Start:** Friday, February 24, 2017 11:00 AM  
**End:** Friday, February 24, 2017 11:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Dorfman, Cynthia  
**Required Attendees:** Rigas, Laura; Rizzo, Juliette

**Jones, Amy**

---

**Subject:** ESSA Meeting Continued

**Start:** Tuesday, February 21, 2017 12:30 PM

**End:** Tuesday, February 21, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Ruddock, Neil**

---

**Subject:** Ron Lessard/Native American WHI

**Start:** Wednesday, March 01, 2017 10:00 AM

**End:** Wednesday, March 01, 2017 10:45 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



Rigas, Laura

---

**Subject:** (b)(6)

**Start:** Friday, February 24, 2017 7:00 PM

**End:** Friday, February 24, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

Holland, Linda

---

**Subject:** Meeting - (b)(5)  
**Location:** LBJ - 7W209

**Start:** Monday, February 27, 2017 12:00 PM  
**End:** Monday, February 27, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holland, Linda  
**Required Attendees:** Buchesky, Stanley; Curran, Frank D.  
**Optional Attendees:** Reynolds, Cody

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**Buchesky, Stanley**

---

**Subject:** Frank

**Start:** Monday, February 27, 2017 12:00 PM

**End:** Monday, February 27, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Hold

**Start:** Tuesday, February 28, 2017 9:30 AM

**End:** Tuesday, February 28, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Required Attendees:** Conaty, Joe; Simpson, Daniel; Cordes, Bill; Solomon, Jan; Kean, Larry; Navarro, Erica; Stanton, Craig; Bell-Ellwanger, Jenn

**Buchesky, Stanley**

---

**Subject:** Hold

**Start:** Wednesday, March 01, 2017 11:00 AM  
**End:** Wednesday, March 01, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley  
**Required Attendees:** Bell-Ellwanger, Jenn; Conaty, Joe; Solomon, Jan; Cordes, Bill;  
Kean, Larry; Simpson, Daniel; Navarro, Erica; Stanton, Craig

**Cox-Roush, Deborah**

---

**Subject:** Chris Rinkus Interview with Ebony Lee

**Start:** Monday, February 27, 2017 1:00 PM

**End:** Monday, February 27, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Carrie Coxen to interview beginning at 2 pm

**Start:** Wednesday, March 01, 2017 2:00 PM

**End:** Wednesday, March 01, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Ruddock, Neil**

---

**Subject:** Contact Elyse Jones re: (b)(5) Talk to Taylor about the (b)(5)

**Start:** Monday, February 27, 2017 9:30 AM

**End:** Monday, February 27, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



**Rigas, Laura**

---

**Subject:** Call

**Start:** Monday, February 27, 2017 8:30 AM

**End:** Monday, February 27, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

Rigas, Laura

---

**Subject:** (b)(6)

**Start:** Monday, February 27, 2017 6:30 PM

**End:** Monday, February 27, 2017 7:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:**

(b)(6)

**Start:**

Tuesday, February 28, 2017 6:30 PM

**End:**

Tuesday, February 28, 2017 7:30 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Rigas, Laura**

---

**Subject:**

(b)(6)

**Start:**

Thursday, March 02, 2017 6:30 PM

**End:**

Thursday, March 02, 2017 7:30 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

Rigas, Laura

---

**Subject:**

(b)(6)

**Start:**

Friday, March 03, 2017 4:15 PM

**End:**

Friday, March 03, 2017 5:15 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

Zimmermann, Jacquelyn

---

**Subject:** Student Art Exhibit Opening: Military Child Education Coalition  
**Location:** LBJ  
**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 12:00 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Zimmermann, Jacquelyn  
**Required Attendees:** OPE All Users; OS Employees only; OS Intl Affairs; OS OET; OS Office of the Secretary; OS TA Fellows; OS Senior Staff Support Staff; OS Supervisors; OS Senior Staff; OS Scheduling; OS Immediate; OS Exec Sec; OS Correspondence; OCO All HQ Users; OII All Users; OESE All Users  
**Optional Attendees:** Plight, Andrea; Southwell, Debora

## U.S. DEPARTMENT OF EDUCATION and MILITARY CHILD EDUCATION TO OPEN ART EXHIBIT

Dear colleagues,

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Friday, March 3, 2017 at 11 a.m.

at the

**Lyndon Baines Johnson Education Building Auditorium**



## Showcasing

**\*Works of art and performance art by military-connected st**

**\*Maureen Dowling**

Director, Military Affairs Team  
U.S. Department of Education

**\*Earl Simms**

Brigadier General (Ret) and  
Vice Chairman/Secretary  
MCEC Board of Directors

**\*Nana Gyebi and Yun Zhao**  
Civilian, Student 2 Student Members

**\*Sommer Bauman**  
Air Force, National Anthem

**\*Trace Lewis**  
Air Force, Pianist

**\*The Armed Forces Color Guard**

RSVP required by **March 1** to [jacquelyn.zimmermann@ed.gov](mailto:jacquelyn.zimmermann@ed.gov)



Zimmermann, Jacquelyn

---

**Subject:** Student Art Exhibit Opening: Military Child Education Coalition  
**Location:** LBJ  
**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 12:00 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Zimmermann, Jacquelyn  
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**Optional Attendees:** Plight, Andrea; Southwell, Debora

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## Zimmermann, Jacquelyn

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**Subject:** Student Art Exhibit Opening: Military Child Education Coalition  
**Location:** LBJ

**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 12:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Zimmermann, Jacquelyn  
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**Optional Attendees:** Plight, Andrea; Southwell, Debora

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Zimmermann, Jacquelyn

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**Meeting Status:** Accepted  
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Zimmermann, Jacquelyn

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**Organizer:** Zimmermann, Jacquelyn  
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**Optional Attendees:** Plight, Andrea; Southwell, Debora

## U.S. DEPARTMENT OF EDUCATION and MILITARY CHILD EDUCATION TO OPEN ART EXHIBIT

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Zimmermann, Jacquelyn

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**Subject:** Student Art Exhibit Opening: Military Child Education Coalition  
**Location:** LBJ  
**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 12:00 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Zimmermann, Jacquelyn  
**Required Attendees:** OPE All Users; OS Employees only; OS Intl Affairs; OS OET; OS Office of the Secretary; OS TA Fellows; OS Senior Staff Support Staff; OS Supervisors; OS Senior Staff; OS Scheduling; OS Immediate; OS Exec Sec; OS Correspondence; OCO All HQ Users; OII All Users; OESE All Users  
**Optional Attendees:** Plight, Andrea; Southwell, Debora

## U.S. DEPARTMENT OF EDUCATION and MILITARY CHILD EDUCATION TO OPEN ART EXHIBIT

Dear colleagues,

We would be honored to have you join us, along with the special guests near and far, to celebrate the opening of an outstanding exhibit of creative works by students. Thanks to the Military Child Education Coalition, military-connected students in grades 2–12 from across the U.S. and Guam, as well as students from Germany, will exhibit their works and perform music here at Education headquarters. Their interest in their work will be a joyful backdrop to this important celebration.



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RSVP required by **March 1** to [jacquelyn.zimmermann@ed.gov](mailto:jacquelyn.zimmermann@ed.gov)



Zimmermann, Jacquelyn

---

**Subject:** Student Art Exhibit Opening: Military Child Education Coalition  
**Location:** LBJ  
**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 12:00 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Zimmermann, Jacquelyn  
**Required Attendees:** OPE All Users; OS Employees only; OS Intl Affairs; OS OET; OS Office of the Secretary; OS TA Fellows; OS Senior Staff Support Staff; OS Supervisors; OS Senior Staff; OS Scheduling; OS Immediate; OS Exec Sec; OS Correspondence; OCO All HQ Users; OII All Users; OESE All Users  
**Optional Attendees:** Plight, Andrea; Southwell, Debora

## U.S. DEPARTMENT OF EDUCATION and MILITARY CHILD EDUCATION TO OPEN ART EXHIBIT

Dear colleagues,

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**\*The Armed Forces Color Guard**

RSVP required by **March 1** to [jacquelyn.zimmermann@ed.gov](mailto:jacquelyn.zimmermann@ed.gov)





**Rigas, Laura**

---

**Subject:** Juliette

**Start:** Monday, February 27, 2017 4:00 PM

**End:** Monday, February 27, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Hammer, Victoria**

---

**Subject:** FW: (b)(5)  
**Location:** 3W336  
**Start:** Monday, February 27, 2017 9:00 AM  
**End:** Monday, February 27, 2017 10:00 AM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Hammer, Victoria  
**Required Attendees:** Barlow, Christine; Siry, Melissa; Forrester, Tiffany; Wallin, Terra; Kincheloe, Monika; Simons, Jane; Becker, Judith  
**Optional Attendees:** Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew  
**Attachments:** (b)(5)

Good morning,

Forwarding a meeting invitation from Victoria to begin working on (b)(5)

Thanks!

Melissa

Hey, group-

(b)(5)

(b)(5)



Victoria

-----Original Appointment-----

**From:** Hammer, Victoria

**Sent:** Saturday, February 25, 2017 3:35 PM

**To:** Hammer, Victoria; Barlow, Christine; Siry, Melissa; Forrester, Tiffany; Wallin, Terra; Kincheloe, Monika; Simons, Jane; Becker, Judith

**Subject:** (b)(5)

**When:** Monday, February 27, 2017 9:00 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).

**Where:** 3W336

Per my email, see you bright and early on Monday!

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(b)(5)





**Young, Patrick**

---

**Subject:** Tentative - Jenny Prescott Interview  
**Location:** Phone  
  
**Start:** Monday, February 27, 2017 3:00 PM  
**End:** Monday, February 27, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative - (b)(6) Interview  
**Location:** Phone  
  
**Start:** Tuesday, February 28, 2017 11:00 AM  
**End:** Tuesday, February 28, 2017 11:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative - Martha Davis Interview  
**Location:** Phone  
  
**Start:** Wednesday, March 01, 2017 4:00 PM  
**End:** Wednesday, March 01, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick



**Rigas, Laura**

---

**Subject:**

(b)(6)

**Start:**

Friday, March 03, 2017 2:45 PM

**End:**

Friday, March 03, 2017 3:45 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** Phone

**Start:** Wednesday, March 01, 2017 11:00 AM

**End:** Wednesday, March 01, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Tuesday, February 28, 2017 3:30 PM  
**End:** Tuesday, February 28, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6)  
**Location:** Phone  
**Start:** Thursday, March 02, 2017 10:00 AM  
**End:** Thursday, March 02, 2017 10:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Tuesday, February 28, 2017 3:15 PM  
**End:** Tuesday, February 28, 2017 3:45 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

Young, Patrick

---

**Subject:**

(b)(6)

**Start:**

Tuesday, February 28, 2017 11:30 AM

**End:**

Tuesday, February 28, 2017 1:30 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Young, Patrick

**Douglas-Green, LaShawn**

---

**Subject:** Policy Briefing - OS Clearance (16-0605) (b)(5)

**Location:** (b)(5)  
Conference Line: (b)(6)  
(b)(6)

**Start:** Wednesday, March 01, 2017 10:00 AM  
**End:** Wednesday, March 01, 2017 11:00 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Douglas-Green, LaShawn  
**Required Attendees:** Ham, Holly; Young, Patrick; Simmons, James K.; Mansfield, Stephanie

Good day,

Please use the conference line information provided above to call-in for the briefing.

(b)(5)

Please give me a call if you have any questions.

Thank you,  
LaShawn

**Hammer, Victoria**

---

**Subject:** touch base on (b)(5)  
**Location:** 3W336  
**Start:** Thursday, March 02, 2017 11:30 AM  
**End:** Thursday, March 02, 2017 1:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Hammer, Victoria  
**Required Attendees:** Kincheloe, Monika; Simons, Jane; Becker, Judith; Forrester, Tiffany; Wallin, Terra; Siry, Melissa; Barlow, Christine; Jones, Amy; Brickman, Michael; Kossack, Andrew; Oberlies, Michael  
**Optional Attendees:** Myers, Shauna

Adding call-in number. This one will work, I promise. ☺

(b)(6)

Sorry—can we have working lunch—I will type so you can eat! Schedules are pretty bad. ☺  
We may not need the whole time if people do not have issues, but I can see some excellent questions in there already.  
Thanks,  
Victoria



**Ruddock, Neil**

---

**Subject:** (b)(6)

**Start:** Tuesday, February 28, 2017 7:00 PM

**End:** Tuesday, February 28, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

Young, Patrick

---

**Subject:**

**Start:** Wednesday, March 01, 2017 9:00 AM

**End:** Wednesday, March 01, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

## Honeysett, Adam

---

**Subject:** FW: ESSA Consolidated State Plan Template Meeting w/ Chiefs for Change  
**Location:** WDCFB6-5E335 (Managed)  
**Start:** Tuesday, February 28, 2017 12:30 PM  
**End:** Tuesday, February 28, 2017 1:15 PM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Honeysett, Adam  
**Required Attendees:** Hammer, Victoria; Siry, Melissa; Wallin, Terra; Simons, Jane  
**Optional Attendees:** Chism, Monique; Bell-Ellwanger, Jenn; Miller, Meredith; Stratman, Karen; Brickman, Michael; Jones, Amy; Kossack, Andrew; Oberlies, Michael

-----Original Appointment-----

**From:** Honeysett, Adam  
**Sent:** Monday, February 27, 2017 2:41 PM  
**To:** Honeysett, Adam; Hammer, Victoria; Siry, Melissa; Wallin, Terra; Simons, Jane  
**Cc:** Chism, Monique; Bell-Ellwanger, Jenn; Miller, Meredith; Stratman, Karen  
**Subject:** ESSA Consolidated State Plan Template Meeting w/ Chiefs for Change  
**When:** Tuesday, February 28, 2017 12:30 PM-1:15 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** WDCFB6-5E335 (Managed)

Update: changing rooms to accommodate a larger ED participation

Attending: Chief Operating Officer Julia Rafal-Baer and Director of Policy Margie Yeager

A reminder: Senior Associate Anne Hyslop wrote about "40 ESSA rules endangered by Republicans' repeal efforts" in *Flypaper* last week -- <https://edexcellence.net/articles/40-essa-rules-endangered-by-republicans-repeal-efforts>.

Huh, Stefan

---

**Subject:** FW: Consolidated State Plan  
**Location:** Conference Call -- # TBD

**Start:** Tuesday, February 28, 2017 3:00 PM  
**End:** Tuesday, February 28, 2017 3:30 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Huh, Stefan  
**Required Attendees:** Christy Wolfe ([christy@publiccharters.org](mailto:christy@publiccharters.org)); Jessica Morffi ([jessica@publiccharters.org](mailto:jessica@publiccharters.org)); Hammer, Victoria; Siry, Melissa  
**Optional Attendees:** Forrester, Tiffany; Miceli, Roberta; Scott, Tracey; Pasternak, Sharone; Suh, Joseph; Brice, Porscheoy; Wallin, Terra; Brickman, Michael; Oberlies, Michael; Kossack, Andrew; Jones, Amy

-----Original Appointment-----

**From:** Huh, Stefan  
**Sent:** Monday, February 27, 2017 5:27 PM  
**To:** Huh, Stefan; Christy Wolfe ([christy@publiccharters.org](mailto:christy@publiccharters.org)); Jessica Morffi ([jessica@publiccharters.org](mailto:jessica@publiccharters.org)); Hammer, Victoria; Siry, Melissa  
**Cc:** Forrester, Tiffany; Miceli, Roberta; Scott, Tracey; Pasternak, Sharone; Suh, Joseph; Brice, Porscheoy; Wallin, Terra  
**Subject:** Consolidated State Plan  
**When:** Tuesday, February 28, 2017 3:00 PM-3:30 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** Conference Call -- # TBD

Hi Christy & Jessica – happy to host if you prefer to come to ED in person.

Huh, Stefan

---

**Subject:** Consolidated State Plan Conversation with National Alliance  
for Public Charter Schools

**Location:** 4C100 or Conference Line: (b)(6) Passcode:  
(b)(6)

**Start:** Tuesday, February 28, 2017 3:00 PM

**End:** Tuesday, February 28, 2017 3:30 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Huh, Stefan

**Required Attendees:** Christy Wolfe (christy@publiccharters.org); Jessica Morffi  
(jessica@publiccharters.org); Hammer, Victoria; Siry,  
Melissa

**Optional Attendees:** Forrester, Tiffany; Miceli, Roberta; Scott, Tracey; Pasternak,  
Sharone; Suh, Joseph; Brice, Porscheoy; Wallin, Terra;  
Brickman, Michael; Oberlies, Michael; Kossack, Andrew;  
Jones, Amy

Hi Christy & Jessica – happy to host if you prefer to come to ED in person.



Huh, Stefan

---

**Subject:** FW: Consolidated State Plan Input  
**Location:** Conference Call -- # TBD

**Start:** Wednesday, March 01, 2017 1:30 PM  
**End:** Wednesday, March 01, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Huh, Stefan  
**Required Attendees:** Amanda Fenton ([amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)); [johnh@qualitycharters.org](mailto:johnh@qualitycharters.org); Hammer, Victoria; Siry, Melissa  
**Optional Attendees:** Scott, Tracey; Forrester, Tiffany; Pasternak, Sharone; Miceli, Roberta; Behrend, Daniel; Richardson, Andre; Oberlies, Michael; Jones, Amy; Kossack, Andrew

-----Original Appointment-----

**From:** Huh, Stefan  
**Sent:** Tuesday, February 28, 2017 10:32 AM  
**To:** Huh, Stefan; Amanda Fenton ([amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)); [johnh@qualitycharters.org](mailto:johnh@qualitycharters.org); Hammer, Victoria; Siry, Melissa  
**Cc:** Scott, Tracey; Forrester, Tiffany; Pasternak, Sharone; Miceli, Roberta; Behrend, Daniel; Richardson, Andre; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew  
**Subject:** FW: Consolidated State Plan Input  
**When:** Wednesday, March 01, 2017 1:30 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** Conference Call -- # TBD

-----Original Appointment-----

**From:** Huh, Stefan  
**Sent:** Monday, February 27, 2017 5:23 PM  
**To:** Huh, Stefan; Amanda Fenton ([amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)); [johnh@qualitycharters.org](mailto:johnh@qualitycharters.org); Hammer, Victoria; Siry, Melissa  
**Cc:** Scott, Tracey; Forrester, Tiffany; Pasternak, Sharone; Miceli, Roberta; Behrend, Daniel; Richardson, Andre  
**Subject:** Consolidated State Plan Input  
**When:** Wednesday, March 01, 2017 1:30 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** Conference Call -- # TBD



Huh, Stefan

---

**Subject:** Consolidated State Plan Input--Discussion with NACSA

**Location:** 4c100; (b)(6)

**Start:** Wednesday, March 01, 2017 1:30 PM

**End:** Wednesday, March 01, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Huh, Stefan

**Required Attendees:** Amanda Fenton (amandaf@qualitycharters.org);  
johnh@qualitycharters.org; Hammer, Victoria; Siry, Melissa  
**Optional Attendees:** Scott, Tracey; Forrester, Tiffany; Pasternak, Sharone; Miceli,  
Roberta; Behrend, Daniel; Richardson, Andre; Oberlies,  
Michael; Jones, Amy; Kossack, Andrew



**Stratman, Karen**

---

**Subject:** FW: ESSA Consolidated State Plan Template Meeting with Council of the Great City Schools

**Location:** WDCFB6-5E335 (Managed)

**Start:** Wednesday, March 01, 2017 1:00 PM

**End:** Wednesday, March 01, 2017 2:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Stratman, Karen

**Required Attendees:** Chism, Monique; Bell-Ellwanger, Jenn; Honeysett, Adam; Hammer, Victoria; Sheehan, Richard; Siry, Melissa; Coley, Jerine; Saunders, Azilea

**Optional Attendees:** Wallin, Terra; Oberlies, Michael; Kossack, Andrew; Jones, Amy; Miceli, Roberta; Myers, Shauna; Joseph, Denise; Avery, Tawanda

-----Original Appointment-----

**From:** Stratman, Karen

**Sent:** Monday, February 27, 2017 3:18 PM

**To:** Stratman, Karen; Chism, Monique; Bell-Ellwanger, Jenn; Honeysett, Adam; Hammer, Victoria; Sheehan, Richard; Siry, Melissa; Coley, Jerine; Saunders, Azilea

**Cc:** Wallin, Terra

**Subject:** ESSA Consolidated State Plan Template Meeting with Council of the Great City Schools

**When:** Wednesday, March 01, 2017 1:00 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** WDCFB6-5E335 (Managed)

CGCS' Michael Casserly, Jeff Simering, and Manish Naik will attend, and bring their materials.

Thanks,  
Karen

**Rigas, Laura**

---

**Subject:** Background

**Start:** Wednesday, March 08, 2017 2:00 PM

**End:** Wednesday, March 08, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

## Honeysett, Adam

---

**Subject:** ESSA Consolidated State Plan Template Meeting w/ State and Local ESSA Implementation Network

**Location:** WDCFB6-7C101; (b)(6)

**Start:** Thursday, March 02, 2017 10:30 AM

**End:** Thursday, March 02, 2017 11:15 AM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Honeysett, Adam

**Required Attendees:** Chism, Monique; Bell-Ellwanger, Jenn; Hammer, Victoria; Siry, Melissa; Wallin, Terra; Simons, Jane; Miller, Meredith; Stratman, Karen; Brickman, Michael; Jones, Amy; Kossack, Andrew; Oberlies, Michael

### Participants:

National Governors Association  
National Conference of State Legislatures  
National Association of State Boards of Education  
National School Boards Association  
AASA: The School Superintendents Association  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
National PTA

**Dowling, Maureen**

---

**Subject:** FW: Stakeholder Conference Call with Joe McTighe, Exec.  
Dir. CAPE RE: Regulatory Requirements Consolidated State  
Applications

**Location:** WDCFB6-4W100 / conference line: (b)(6)

(b)(6)

**Start:** Wednesday, March 01, 2017 9:00 AM

**End:** Wednesday, March 01, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Dowling, Maureen

**Required Attendees:** Siry, Melissa; Hammer, Victoria; Wallin, Terra; Morrissey,  
Jenay; Binder, Isadora; Allen, Pamela; Gardner, Ashley;  
Barlow, Christine

**Optional Attendees:** Miceli, Roberta; Myers, Shauna; Pasternak, Sharone;  
Kossack, Andrew; Brickman, Michael; Jones, Amy; Oberlies,  
Michael

-----Original Appointment-----

**From:** Dowling, Maureen

**Sent:** Tuesday, February 28, 2017 12:08 PM

**To:** Dowling, Maureen; Siry, Melissa; Hammer, Victoria; Wallin, Terra; Morrissey, Jenay; Binder, Isadora;  
Allen, Pamela; Gardner, Ashley; Barlow, Christine; Miceli, Roberta ([Roberta.Miceli@ed.gov](mailto:Roberta.Miceli@ed.gov))

**Cc:** Miceli, Roberta; Myers, Shauna; Pasternak, Sharone

**Subject:** Stakeholder Conference Call with Joe McTighe, Exec. Dir. CAPE RE: Regulatory Requirements  
Consolidated State Applications

**When:** Wednesday, March 01, 2017 9:00 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).

**Where:** WDCFB6-4W100 / conference line: (b)(6)



**Stratman, Karen**

---

**Subject:** ESSA Consolidated State Plan Template with Civil Rights/Disability Advocate Orgs  
**Location:** WDCFB6-7C101  
**Start:** Thursday, March 02, 2017 11:15 AM  
**End:** Thursday, March 02, 2017 11:45 AM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Stratman, Karen  
**Required Attendees:** Chism, Monique; Bell-Ellwanger, Jenn; Honeysett, Adam; Hammer, Victoria; Sheehan, Richard; Siry, Melissa; Coley, Jerine; Saunders, Azilea; WDCFB6-5E335 (Managed); Wallin, Terra; Brickman, Michael; Oberlies, Michael; Kossack, Andrew; Jones, Amy; Miceli, Roberta; Myers, Shauna; Joseph, Denise; Avery, Tawanda; Ryder, Ruth; Steenen, Paul; Watkins-Foote, Kimberly; Ramsey, Taylor  
**Optional Attendees:** Calderon, Brenda; Oberst, Megan; Forrester, Tiffany; McKinney, Jessica; Shackel, Erin

Ten representatives of civil rights organizations and disability advocacy groups have been asked to share with us, via telephone, their thoughts on the Consolidated State Plan Template; the groups include these and a few others:

Nat'l Urban League  
The Education Trust  
Leadership Conference on Civil Rights  
Consortium for Citizens with Disabilities Education Task Force  
Nat'l Council of La Raza  
Mexican American Legal Defense Fund

The dial-in is (b)(6) if you can, please join us in 7C101, so that we can ensure enough participant lines.

Thanks,  
Karen

Karen Stratman  
Director, Nat'l Engagement



**Hammer, Victoria**

---

**Subject:** stakeholder input  
**Location:** call-in number below/4C100 on-site  
  
**Start:** Wednesday, March 01, 2017 3:00 PM  
**End:** Wednesday, March 01, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Hammer, Victoria  
**Required Attendees:** Emily.Kim@successacademies.org;  
jennifer.ellis@successacademies.org; Brickman, Michael;  
Jones, Amy; Kossack, Andrew; Oberlies, Michael  
**Optional Attendees:** Siry, Melissa; Myers, Shauna; Scott, Tracey

Adding room for staff on-site.  
Thank you,  
Victoria

(b)(6)



Siry, Melissa

---

**Subject:** FW: (b)(5)  
**Location:** 3C100  
  
**Start:** Wednesday, March 01, 2017 10:00 AM  
**End:** Wednesday, March 01, 2017 11:00 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Siry, Melissa  
**Required Attendees:** Wallin, Terra; Barlow, Christine; Hammer, Victoria; Brickman, Michael; Kossack, Andrew; Pasternak, Sharone; Forrester, Tiffany; Scott, Tracey; Myers, Shauna; Simons, Jane; Oberlies, Michael  
**Optional Attendees:** Becker, Judith; Jones, Amy

-----Original Appointment-----

**From:** Siry, Melissa

**Sent:** Tuesday, February 28, 2017 4:03 PM

**To:** Siry, Melissa; Wallin, Terra; Barlow, Christine; Hammer, Victoria; Brickman, Michael; Kossack, Andrew; Pasternak, Sharone; Forrester, Tiffany; Scott, Tracey; Myers, Shauna; Simons, Jane; Oberlies, Michael

**Cc:** Becker, Judith

**Subject:** (b)(5)

**When:** Wednesday, March 01, 2017 10:00 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).

**Where:** 3C100

Telephone Number (Toll Free):

(b)(6)

Success!

All,

(b)(5)



Thanks,  
Melissa

**Rigas, Laura**

---

**Subject:** Meeting

**Start:** Wednesday, March 01, 2017 1:30 PM

**End:** Wednesday, March 01, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

Siry, Melissa

---

**Subject:** FW: HOLD (b)(5)  
**Location:** 3C100  
  
**Start:** Wednesday, March 01, 2017 2:30 PM  
**End:** Wednesday, March 01, 2017 4:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Tentative  
  
**Organizer:** Siry, Melissa  
**Required Attendees:** Wallin, Terra; Barlow, Christine; Hammer, Victoria;  
Brickman, Michael; Kossack, Andrew; Oberlies, Michael;  
Pasternak, Sharone; Forrester, Tiffany; Scott, Tracey; Myers,  
Shauna; Simons, Jane  
**Optional Attendees:** Becker, Judith; Jones, Amy

-----Original Appointment-----

**From:** Siry, Melissa

**Sent:** Tuesday, February 28, 2017 7:58 AM

**To:** Siry, Melissa; Wallin, Terra; Barlow, Christine; Hammer, Victoria; Brickman, Michael; Kossack, Andrew; Oberlies, Michael; Pasternak, Sharone; Forrester, Tiffany; Scott, Tracey; Myers, Shauna; Simons, Jane

**Cc:** Becker, Judith

**Subject:** HOLD (b)(5)

**When:** Wednesday, March 01, 2017 2:30 PM-4:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** 3C100

Hi All,

Scheduling on behalf of Chris who is (b)(6) Schedules are not great – I apologize that this doesn't work for everyone. Please just attend when you can. Hopefully, we will not need the whole time.

(b)(5)

Thanks!  
Melissa



**Subject:** DCA/HPN  
**Location:** Washington (DCA) 05:07PM local time  
  
**Start:** Friday, March 03, 2017 5:07 PM  
**End:** Friday, March 03, 2017 6:28 PM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5325 Depart: DCA - Washington on Fri 3 Mar 2017 at 05:07PM Arrive: HPN - Westchester County on Fri 3 Mar 2017 at 06:28PM Booking Code: M Traveler Information: STAN BUCHESKY - Coach - 12F Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Subject:** HPN/DCA  
**Location:** Westchester County (HPN) 06:25AM local time  
  
**Start:** Monday, March 06, 2017 6:25 AM  
**End:** Monday, March 06, 2017 7:47 AM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5220 Depart: HPN - Westchester County on Mon 6 Mar 2017 at 06:25AM Arrive: DCA - Washington on Mon 6 Mar 2017 at 07:47AM  
Booking Code: M Traveler Information: STAN BUCHESKY - Coach -  
Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Ruddock, Neil**

---

**Subject:** Lunch

**Start:** Thursday, March 02, 2017 11:30 AM  
**End:** Thursday, March 02, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Follow up w/Amy Jones

**Start:** Thursday, March 02, 2017 9:00 AM

**End:** Thursday, March 02, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



## Buchesky, Stanley

---

**Subject:** Discuss

**Start:** Thursday, March 02, 2017 3:00 PM

**End:** Thursday, March 02, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Required Attendees:** Chamberlain, Michael

d\plain\f0

**Buchesky, Stanley**

---

**Subject:** Donna Mangold  
**Location:** 202.453.6710

**Start:** Thursday, March 02, 2017 9:00 AM  
**End:** Thursday, March 02, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** Call with NRI

**Start:** Thursday, March 02, 2017 9:00 AM

**End:** Thursday, March 02, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

Dial in info is below. Looking forward to speaking with you.

(b)(6)

A large rectangular black box redacting the dial-in information.

**Rigas, Laura**

---

**Subject:** Call

**Start:** Thursday, March 02, 2017 2:00 PM

**End:** Thursday, March 02, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Buchesky, Stanley**

---

**Subject:** New Appointment

**Start:** Thursday, March 02, 2017 2:00 PM

**End:** Thursday, March 02, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** Phone call

**Start:** Tuesday, March 14, 2017 3:30 PM

**End:** Tuesday, March 14, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Jean Paul-Cadet

**Start:** Monday, March 06, 2017 11:30 AM

**End:** Monday, March 06, 2017 11:45 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Young, Patrick**

---

**Subject:** Cabinet Affairs meeting at EEOB  
**Location:** EEOB  
  
**Start:** Saturday, March 25, 2017 10:30 AM  
**End:** Saturday, March 25, 2017 12:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick



**Young, Patrick**

---

**Subject:** Jennifer Prescott Interview  
**Location:** your office  
  
**Start:** Friday, March 03, 2017 2:15 PM  
**End:** Friday, March 03, 2017 2:45 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Smith, Kathleen

**Buchesky, Stanley**

---

**Subject:** E Stone

**Start:** Tuesday, March 07, 2017 7:00 PM

**End:** Tuesday, March 07, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** TT

**Start:** Friday, March 03, 2017 2:00 PM

**End:** Friday, March 03, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** phone

**Start:** Monday, March 06, 2017 2:00 PM

**End:** Monday, March 06, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative interview with (b)(6)  
**Location:** Phone  
**Start:** Monday, March 06, 2017 11:00 AM  
**End:** Monday, March 06, 2017 11:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Nathaniel Breeding Interview  
**Location:** Phone  
  
**Start:** Tuesday, March 07, 2017 2:00 PM  
**End:** Tuesday, March 07, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Rigas, Laura**

---

**Subject:** Call with Charters

**Start:** Friday, March 03, 2017 11:00 AM

**End:** Friday, March 03, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** phone  
**Start:** Friday, March 03, 2017 4:00 PM  
**End:** Friday, March 03, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Angela Christophe**

---

**Subject:** Laura Rigas and Angela Call to discuss (b)(5)  
**Location:** Lauara I will call you at (202) 215-2176

**Start:** Friday, March 03, 2017 11:00 AM  
**End:** Friday, March 03, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Angela Christophe

**Required Attendees:** Rigas, Laura

d\plain

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** Phone  
**Start:** Tuesday, March 07, 2017 3:00 PM  
**End:** Tuesday, March 07, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Kara McKee  
**Location:** Tbd join josh  
  
**Start:** Monday, March 06, 2017 12:15 PM  
**End:** Monday, March 06, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

Conaty, Joe

---

**Subject:**

(b)(5)

**Location:**

Deputy Secretary's Office (for privacy)

**Start:**

Tuesday, March 07, 2017 12:30 PM

**End:**

Tuesday, March 07, 2017 1:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Accepted

**Organizer:**

Conaty, Joe

**Required Attendees:**

Buchesky, Stanley; Gray, Jason; Methfessel, Bucky

d\plainNo written agenda.

d\plain

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** Phone

**Start:** Wednesday, March 08, 2017 2:30 PM

**End:** Wednesday, March 08, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** phone  
**Start:** Monday, March 06, 2017 3:00 PM  
**End:** Monday, March 06, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Ruddock, Neil**

---

**Subject:** remind Josh

**Start:** Monday, March 06, 2017 9:30 AM

**End:** Monday, March 06, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Rigas, Laura**

---

**Subject:** Flight to Boston

**Start:** Friday, March 10, 2017 6:30 PM

**End:** Friday, March 10, 2017 7:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura



**Rigas, Laura**

---

**Subject:** TT

**Start:** Friday, March 10, 2017 5:00 PM

**End:** Friday, March 10, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Flight to D.C.

**Start:** Monday, March 13, 2017 8:00 AM

**End:** Monday, March 13, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Monday, March 13, 2017 9:30 AM

**End:** Monday, March 13, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:**

(b)(6)

**Start:**

Tuesday, March 07, 2017 6:00 PM

**End:**

Tuesday, March 07, 2017 7:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Rigas, Laura**

---

**Subject:**

(b)(6)

**Start:**

Thursday, March 16, 2017 6:00 PM

**End:**

Thursday, March 16, 2017 7:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Rigas, Laura**

---

**Subject:** Lunch

**Start:** Thursday, March 09, 2017 12:00 PM

**End:** Thursday, March 09, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

Rigas, Laura

---

**Subject:**

(b)(6)

**Start:**

Monday, March 06, 2017 11:00 AM

**End:**

Monday, March 06, 2017 12:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Rigas, Laura

**Ruddock, Neil**

---

**Subject:** Call Melody Arabo

**Start:** Monday, March 06, 2017 4:00 PM

**End:** Monday, March 06, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



**Cadet, Jean-Paul**

---

**Subject:** Meeitng with Neil  
**Location:** 7W225 (Jean-Paul's Cube)  
  
**Start:** Monday, March 06, 2017 11:45 AM  
**End:** Monday, March 06, 2017 12:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Cadet, Jean-Paul  
**Required Attendees:** Ruddock, Neil

Jean-Paul:

Let me know if you have 5 minutes today or tomorrow where I can stop by your desk (and where you are located)? (b)(5)

(b)(5)

(b)(5)

So 5-10 minutes should be plenty.

-Neil Ruddock

**Ruddock, Neil**

---

**Subject:** Submit NLC brief

**Start:** Friday, March 10, 2017 4:00 PM

**End:** Friday, March 10, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Submit Mott brief

**Start:** Monday, March 20, 2017 12:00 PM

**End:** Monday, March 20, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Young, Patrick**

---

**Subject:** Tentative Interview with (b)(6)  
**Location:** phone  
**Start:** Monday, March 06, 2017 4:00 PM  
**End:** Monday, March 06, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Sign up

**Start:** Monday, March 20, 2017 8:00 PM

**End:** Tuesday, March 21, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** Warren Morgan

**Start:** Tuesday, March 07, 2017 10:00 AM

**End:** Tuesday, March 07, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

Siry, Melissa

---

**Subject:**

(b)(5)

**Location:**

WDCFB6-3C100

**Start:**

Tuesday, January 10, 2017 11:00 AM

**End:**

Tuesday, January 10, 2017 12:00 PM

**Recurrence:**

Weekly

**Recurrence Pattern:**

every Tuesday from 11:00 AM to 12:00 PM

**Meeting Status:**

Accepted

**Organizer:**

Siry, Melissa

**Required Attendees:**

Barlow, Christine; Pasternak, Sharone; Hammer, Victoria;  
McKinney, Jessica; Scott, Tracey;  
OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob;  
Wallin, Terra; Bogart, Joanne; Martinez, Sarah; Forrester,  
Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael;  
Oberlies, Michael; Jones, Amy; Kossack, Andrew

(b)(5)

Conference line: Telephone Number (Toll Free):

(b)(6)

---

**Sent:** Tuesday, December 12, 2017 10:22 AM  
**To:** Martinez, Sarah; Siry, Melissa; Stern, Jacob; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew  
**Cc:** Churchwell, Nikki

(b)(5)



Conference line: Telephone Number (Toll Free):

(b)(6)





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**From:**

**Sent:** Tuesday, December 12, 2017 10:22 AM

**To:** Martinez, Sarah; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Stern, Jacob; Brickman, Michael

**Cc:** Churchwell, Nikki

Siry, Melissa

---

**Subject:**

(b)(5)

**Location:**

WDCFB6-3C100

**Start:**

Tuesday, January 10, 2017 11:00 AM

**End:**

Tuesday, January 10, 2017 12:00 PM

**Recurrence:**

Weekly

**Recurrence Pattern:**

Occurs every Tuesday from 11:00 AM to 12:00 PM effective 1/10/2017 until 4/18/2017. There are 2 more occurrences.

**Meeting Status:**

Accepted

**Organizer:**

Siry, Melissa

**Required Attendees:**

Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Lyles, Sylvia; Dickard, Norris; Didlo, Amie

**Optional Attendees:**

Ramsey, Tara; Kincheloe, Monika; Coplin, Julie; Randall, Valerie; Rowan, Maria; Williams, Bryan; Cantrell, David; Belachew, Metasebia; Avery, Tawanda

Updated Conference line: Telephone Number (Toll Free): (b)(6)

(b)(6)

---

**From:**

**Sent:** Tuesday, December 12, 2017 10:22 AM

**To:** Martinez, Sarah; Brickman, Michael; Siry, Melissa; Stern, Jacob; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene

(b)(5)

Conference line: Telephone Number (Toll Free):

(b)(6)

---

**From:**

**Sent:** Tuesday, December 12, 2017 10:22 AM

**To:** Martinez, Sarah; Siry, Melissa; Stern, Jacob; Brickman, Michael; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene

**Cc:** Churchwell, Nikki

---

**Sent:** Tuesday, December 12, 2017 10:22 AM  
**To:** Harwarth, Irene; Behrend, Daniel; Johnson, Patricia; Kossack, Andrew; Oberlies, Michael; Brickman, Michael; Briggs, Ashley; Myers, Shauna; Forrester, Tiffany; Martinez, Sarah; Bogart, Joanne; Wallin, Terra; Stern, Jacob; Myers, Earl; OESE.OSS.InternalCalendar; Scott, Tracey; McKinney, Jessica; Hammer, Victoria; Pasternak, Sharone; Barlow, Christine; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob; Bogart, Joanne; Martinez, Sarah; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; wdcfb6-2c100; wdcfb6-2W240-20  
**Cc:** Rowan, Maria; Kincheloe, Monika; Ramsey, Tara; Ramsey, Tara; Rowan, Maria

**Agenda for March 27:**

*See updated room. Please bring your laptop to access*

(b)(5)

(b)(5)

Conference line: Telephone Number (Toll Free):

(b)(6)

---

**Sent:** Tuesday, December 12, 2017 10:22 AM  
**To:** Siry, Melissa; Stern, Jacob; Harwarth, Irene; Didlo, Amie; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Lyles, Sylvia; Dickard, Norris  
**Cc:** Ramsey, Tara; Coplin, Julie; Rowan, Maria; Kincheloe, Monika; Randall, Valerie

Updated Conference line: Telephone Number (Toll Free): (b)(6)  
Code: (b)(6)



---

**From:**

**Sent:** Tuesday, December 12, 2017 10:22 AM

**To:** Brickman, Michael; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Lyles, Sylvia; Dickard, Norris; Didlo, Amie

**Cc:** Belachew, Metasebia; Ramsey, Tara; Kincheloe, Monika; Coplin, Julie; Randall, Valerie; Rowan, Maria; Williams, Bryan; Cantrell, David; Avery, Tawanda

Updated Conference line: Telephone Number (Toll Free): (b)(6)

Code: (b)(6)

Siry, Melissa

---

**Subject:**

(b)(5)

**Location:**

WDCFB6-3C100

**Start:**

Tuesday, January 10, 2017 11:00 AM

**End:**

Tuesday, January 10, 2017 12:00 PM

**Recurrence:**

Weekly

**Recurrence Pattern:**

every Tuesday from 11:00 AM to 12:00 PM

**Meeting Status:**

Accepted

**Organizer:**

Siry, Melissa

**Required Attendees:**

Barlow, Christine; Pasternak, Sharone; Hammer, Victoria;  
McKinney, Jessica; Scott, Tracey;  
OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob;  
Wallin, Terra; Bogart, Joanne; Martinez, Sarah; Forrester,  
Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael;  
Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson,  
Patricia; Behrend, Daniel; Harwarth, Irene

(b)(5)

Conference line: Telephone Number (Toll Free):

(b)(6)



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**From:**


**Sent:** Tuesday, December 12, 2017 10:23 AM

**To:** Martinez, Sarah; Brickman, Michael; Siry, Melissa; Stern, Jacob; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene

(b)(5)



Conference line: Telephone Number (Toll Free): (b)(6)



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**From:**

**Sent:** Tuesday, December 12, 2017 10:23 AM

**To:** Martinez, Sarah; Siry, Melissa; Stern, Jacob; Brickman, Michael; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene

**Cc:** Churchwell, Nikki

---

**Sent:** Tuesday, December 12, 2017 10:23 AM  
**To:** wdcfb6-2W240-20; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Martinez, Sarah; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Stern, Jacob  
**Cc:** WDCFB6-4C101

(b)(5)



Conference line: Telephone Number (Toll Free):

(b)(6)



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**Sent:** Tuesday, December 12, 2017 10:23 AM  
**To:** wdcfb6-2W240-20; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Wallin, Terra; Bogart, Joanne; Martinez, Sarah; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Stern, Jacob  
**Cc:** WDCFB6-4C101

(b)(5)



Conference line: Telephone Number (Toll Free):

(b)(6)



## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Tuesday, March 07, 2017 8:00 AM

**End:** Tuesday, March 07, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** Casandra Woodall

**Start:** Tuesday, March 07, 2017 1:00 PM

**End:** Tuesday, March 07, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** quick meeting

**Location:** 7E218

**Start:** Tuesday, March 07, 2017 2:00 PM

**End:** Tuesday, March 07, 2017 2:15 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Required Attendees:** Alfuth, Jon

Hammer, Victoria

---

**Subject:**

(b)(5)

**Location:**

3E102

**Start:**

Thursday, March 09, 2017 8:00 AM

**End:**

Thursday, March 09, 2017 9:00 AM

**Show Time As:**

Tentative

**Recurrence:**

(none)

**Meeting Status:**

Not yet responded

**Organizer:**

Hammer, Victoria

**Required Attendees:**

Barlow, Christine; Siry, Melissa; Myers, Shauna; Becker, Judith;  
Pasternak, Sharone; Kincheloe, Monika; Simons, Jane; Kossack,  
Andrew; Brickman, Michael; Jones, Amy; Wallin, Terra; Forrester,  
Tiffany

(b)(5)

Thank you,  
Victoria



**Buchesky, Stanley**

---

**Subject:** LTG Murray

**Start:** Thursday, April 06, 2017 6:30 PM

**End:** Thursday, April 06, 2017 9:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Trump

**Start:** Wednesday, March 15, 2017 6:00 PM

**End:** Wednesday, March 15, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\fo

**Buchesky, Stanley**

---

**Subject:** Meeting

**Start:** Tuesday, March 14, 2017 8:00 AM

**End:** Tuesday, March 14, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Jones, Amy**

---

**Subject:** Conference Call

**Start:** Wednesday, March 08, 2017 9:00 AM

**End:** Wednesday, March 08, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Anand, Supreet**

---

**Subject:** hold for meeting with Maria  
**Location:** 5e106  
  
**Start:** Wednesday, March 15, 2017 3:30 PM  
**End:** Wednesday, March 15, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Anand, Supreet

Request from Bill Rivers and Maria Pulcini from Joint National Committee for Languages - National Council for Languages and International Studies and David Tait from Mandarin Matrix to talk about the varied needs of ELs and meeting those needs with Dual Language Immersion.

**Young, Patrick**

---

**Subject:** (b)(6) interview

**Location:** phone

**Start:** Tuesday, March 07, 2017 4:30 PM

**End:** Tuesday, March 07, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Stevens, Sharon**

---

**Subject:** FW: GAO Entrance Conference - Federal Risk and Authorization Management Program (FedRAMP) 101221

**Location:** Teleconference (b)(6)

**Start:** Friday, March 10, 2017 11:00 AM

**End:** Friday, March 10, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Stevens, Sharon

**Required Attendees:** Harrell, Jim; Galik, Daniel; Kim, Ann; McDonald, Walter; Corey-Bey, Steven; Wood, Tony; Moore, Ken; Methfessel, Bucky; Rosenfelt, Phil; St.Pierre, Tracey; Conaty, Joe; Bolden, Betty

**Optional Attendees:** PIO; Harris, Lisa L. (OCFO); Petersen, Molly; Dawson, Dawn; Canty, Waquesha; Mould, Jim; Solomon, Jan; Maranto, Joseph; Campbell, Therese; Buchesky, Stanley; Hurt, John; Broadus, Wanda; England, Sandy; Willoughby, Leslie; Love, Mark; Roberts, Denise; Hussen, Dega A.; Wilson, Keith; surrendra.babu@ed.gov; Babu, Surendra; Coe, Charles; Demmel, Sherri

**Attachments:** 101221 - Education entrance conference agenda with questions.pdf; ED NOTIFICATION LETTER\_101221.pdf

d\plain

d\sb200\plain

d\sb200\plain-----Original Appointment-----

**From:** Stevens, Sharon

**Sent:** Tuesday, March 07, 2017 1:51 PM

**To:** Harrell, Jim; Galik, Daniel; Kim, Ann; McDonald, Walter; Corey-Bey, Steven; Wood, Tony; Moore, Ken; Methfessel, Bucky; Rosenfelt, Phil; St.Pierre, Tracey; Conaty, Joe; Koschny, Laura; Bolden, Betty

**Cc:** PIO; Harris, Lisa L. (OCFO); Petersen, Molly; Dawson, Dawn; Canty, Waquesha; Mould, Jim; Solomon, Jan

**Subject:** GAO Entrance Conference - Federal Risk and Authorization Management Program (FedRAMP) 101221

**When:** Friday, March 10, 2017 11:00 AM-11:30 AM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Teleconference (b)(6)

d\plain

d\sb200\plain

d\sb200\plainGAO has requested an entrance conference for their new study on the implementation of the Federal Risk and Authorization Management Program (FedRAMP) (101221). The meeting will be held via teleconference on Friday, March 10 11:00 a.m. ET. To participate:

d\sb200\plainCall (b)(6)

d\sb200\plainCode: (b)(6)

d\sb200\plainIn the interest of time, GAO has asked for ED's response to the questions in writing at a later date after the meeting.

d\sb200\plain

d\plain

d\plain

d\sb200\plain

d\sb200\plainSharon Stevens

d\plainOS/Exec Sec

d\plain202-205-4386

d\plain

d\plain

d\sb200\plain

d\sb200\plain





**Federal Risk and Authorization Management Program (FedRAMP) Engagement**

**Job code: 101221**

**Department of Education Entrance Conference**

I. Introductions

II. Overview of the engagement

Our objectives are to:

(1) describe the FedRAMP process and the extent to which agencies use FedRAMP for authorizing cloud services;

(2) determine whether FedRAMP's authorization process is effective in providing controls necessary for securing selected agencies' data in cloud environments; and

(3) identify the benefits and challenges for FedRAMP stakeholders.

III. Questions (see p. 2 of this document)

IV. Next steps - GAO

## Entrance Conference Questions

(b)(5)



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U.S. GOVERNMENT ACCOUNTABILITY OFFICE



441 G St. N.W.  
Washington, DC 20548

February 9, 2017

Ms. Tracey St. Pierre  
Director, Executive Secretariat  
Office of the Secretary  
Department of Education

Dear Ms. St. Pierre:

This letter is to inform you of a new U.S. Government Accountability Office engagement on the implementation of the Federal Risk and Authorization Management Program (FedRAMP) —code 101221. The enclosure provides information on the engagement. If we determine it is necessary to visit locations other than those specified in the enclosure, we will advise you.

We would appreciate your notifying the appropriate officials of this work. The next step will be to set up an entrance conference. At that meeting, we will request that your agency identify a point of contact for this engagement.

Sincerely yours,

A handwritten signature in black ink that reads "Barbara D. Bovbjerg".

Barbara D. Bovbjerg  
Managing Director  
Education, Workforce,  
and Income Security Issues

Enclosure

Enclosure

Information on New Engagement

Engagement subject: Implementation of the Federal Risk and Authorization Management Program (FedRAMP)

Engagement code: 101221

Source for the work: GAO is beginning this work in response to requests made by the House Committee on Oversight and Government Reform and Senate Committee on Homeland Security and Governmental Affairs.

Issue(s) under review/Objective(s)/Key question(s): Our objectives are to:

- (1) describe the FedRAMP process and the extent to which agencies reportedly use FedRAMP for obtaining cloud services;
- (2) determine whether FedRAMP's authorization process is effective in providing controls necessary for securing selected agencies' data in cloud environments; and
- (3) identify the benefits and challenges for FedRAMP stakeholders.

Agencies and anticipated locations (HQ and field) to be notified:

This work is government-wide and includes the 24 agencies covered by the Chief Financial Officers Act and the Office of Management and Budget. We anticipate our work to primarily occur in the D.C. metropolitan area.

Other departments/agencies to be contacted: The full scope of our work is to be determined. We plan to initiate contact with the 24 major Chief Financial Officers Act agencies and conduct more in-depth work with select agencies. As a part of this review, we are contacting individuals from the Office of Management and Budget and the National Institute of Standards and Technology.

Estimated start date for the work: Immediately

Time frame for holding the entrance conference: On or before February 17, 2017. The meeting can be a teleconference. Please advise if you prefer to meet face-to-face.

GAO Team(s) performing the engagement: Information Technology and Applied Research and Methods teams

GAO contacts:

- Gregory C. Wilshusen, Director of Information Security Issues, 202-512-6244, WilshusenG@gao.gov
- Larry Crosland, Assistant Director, 202-512-4812, CroslandL@gao.gov
- Rosanna Guerrero, Analyst-in-Charge, 214-777-5630, GuerreroR@gao.gov



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/ENU (Use these settings to create Adobe PDF documents best suited for high-quality prepress  
printing. Created PDF documents can be opened with Acrobat and Adobe Reader 5.0 and later.)

>>

/Namespaces [

(Adobe)

(Common)

(1.0)

]

/OtherNamespaces [

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/CropImagesToFrames true

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  (InDesign)
  (4.0)
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/DestinationProfileSelector /DocumentCMYK
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  /PresetSelector /MediumResolution
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/IncludeInteractive false
/IncludeLayers false
/IncludeProfiles false
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  (CreativeSuite)
  (2.0)
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/UntaggedRGBHandling /UseDocumentProfile
/UseDocumentBleed false
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  /HWResolution [2400 2400]
  /PageSize [612.000 792.000]
>> setpagedevice

```





U.S. GOVERNMENT ACCOUNTABILITY OFFICE

Paulina O'Farragher

ED-17-0091 and 17-0092-I-000465

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**Buchesky, Stanley**

---

**Subject:** COL Maclean

**Start:** Wednesday, March 08, 2017 7:00 PM

**End:** Wednesday, March 08, 2017 10:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Jones, Amy**

---

**Start:** Thursday, March 09, 2017 3:30 PM

**End:** Thursday, March 09, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** Meeting....

**Start:** Thursday, March 09, 2017 3:30 PM

**End:** Thursday, March 09, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy



**Hammer, Victoria**

---

**Subject:** FW: (b)(5)  
**Location:** 3W336  
  
**Start:** Wednesday, March 08, 2017 12:00 PM  
**End:** Wednesday, March 08, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Hammer, Victoria  
**Required Attendees:** Simons, Jane; Becker, Judith; Wallin, Terra; Barlow, Christine; Kincheloe, Monika; Forrester, Tiffany; Siry, Melissa  
**Optional Attendees:** Brickman, Michael; Jones, Amy; Kossack, Andrew

(b)(5)

-----Original Appointment-----

**From:** Hammer, Victoria  
**Sent:** Tuesday, March 07, 2017 6:39 PM  
**To:** Hammer, Victoria; Simons, Jane; Becker, Judith; Wallin, Terra; Barlow, Christine; Kincheloe, Monika; Forrester, Tiffany; Siry, Melissa  
**Subject:** early State plan peer review criteria editing  
**When:** Wednesday, March 08, 2017 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** 3W336

(b)(5)

Victoria

**Cox-Roush, Deborah**

---

**Subject:** Remind Jason of Calendar from Phil

**Start:** Friday, March 10, 2017 9:30 AM

**End:** Friday, March 10, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 01:17PM local time  
  
**Start:** Wednesday, March 08, 2017 1:17 PM  
**End:** Wednesday, March 08, 2017 2:36 PM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

Record Locator: HSYQXT

#### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5443 Depart: DCA - Washington on Wed 8 Mar 2017 at 01:17PM Arrive: HPN - Westchester County on Wed 8 Mar 2017 at 02:36PM Booking Code: M Traveler Information: STAN BUCHESKY - Coach - 9D Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
**Start:** Monday, March 13, 2017 7:00 AM  
**End:** Monday, March 13, 2017 8:28 AM  
**Recurrence:** (none)  
**Organizer:** americanairlines@aa.com

Record Locator: HLQBDX

#### ITINERARY

##### AA Flight 2123

Depart: LGA - New York on Mon 13 Mar 2017 at 07:00AM Arrive: DCA - Washington on Mon 13 Mar 2017 at 08:28AM Booking Code: D Traveler Information: STAN BUCHESKY - First - 3D Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

##### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Buchesky, Stanley**

---

**Subject:** (b)(6)

**Start:** Sunday, April 09, 2017 8:00 PM

**End:** Friday, April 14, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Sunday, December 25, 2011 12:00 AM

**End:** Monday, December 26, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Tuesday, December 25, 2018 12:00 AM

**End:** Wednesday, December 26, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Saturday, December 25, 2010 12:00 AM

**End:** Sunday, December 26, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Day

**Start:** Monday, December 25, 2028 12:00 AM

**End:** Tuesday, December 26, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Wednesday, December 25, 2013 12:00 AM

**End:** Thursday, December 26, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Monday, December 25, 2017 12:00 AM

**End:** Tuesday, December 26, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Wednesday, December 25, 2024 12:00 AM

**End:** Thursday, December 26, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Sunday, December 25, 2022 12:00 AM

**End:** Monday, December 26, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Friday, December 25, 2026 12:00 AM

**End:** Saturday, December 26, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Saturday, December 25, 2027 12:00 AM

**End:** Sunday, December 26, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Friday, December 25, 2020 12:00 AM

**End:** Saturday, December 26, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Friday, December 25, 2009 12:00 AM

**End:** Saturday, December 26, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Saturday, December 25, 2021 12:00 AM

**End:** Sunday, December 26, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Wednesday, December 25, 2019 12:00 AM

**End:** Thursday, December 26, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Thursday, December 25, 2014 12:00 AM

**End:** Friday, December 26, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Friday, December 25, 2015 12:00 AM

**End:** Saturday, December 26, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Sunday, December 25, 2016 12:00 AM

**End:** Monday, December 26, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Thursday, December 25, 2025 12:00 AM

**End:** Friday, December 26, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Tuesday, December 25, 2012 12:00 AM

**End:** Wednesday, December 26, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Day

**Start:** Monday, December 25, 2023 12:00 AM

**End:** Tuesday, December 26, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Tuesday, December 24, 2013 12:00 AM

**End:** Wednesday, December 25, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Friday, December 24, 2010 12:00 AM

**End:** Saturday, December 25, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Saturday, December 24, 2011 12:00 AM

**End:** Sunday, December 25, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Saturday, December 24, 2016 12:00 AM

**End:** Sunday, December 25, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Thursday, December 24, 2020 12:00 AM

**End:** Friday, December 25, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Thursday, December 24, 2026 12:00 AM

**End:** Friday, December 25, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Thursday, December 24, 2015 12:00 AM

**End:** Friday, December 25, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Thursday, December 24, 2009 12:00 AM

**End:** Friday, December 25, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Sunday, December 24, 2028 12:00 AM

**End:** Monday, December 25, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Friday, December 24, 2027 12:00 AM

**End:** Saturday, December 25, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Friday, December 24, 2021 12:00 AM

**End:** Saturday, December 25, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Saturday, December 24, 2022 12:00 AM

**End:** Sunday, December 25, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Monday, December 24, 2018 12:00 AM

**End:** Tuesday, December 25, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Sunday, December 24, 2017 12:00 AM

**End:** Monday, December 25, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Sunday, December 24, 2023 12:00 AM  
**End:** Monday, December 25, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Monday, December 24, 2012 12:00 AM

**End:** Tuesday, December 25, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Tuesday, December 24, 2019 12:00 AM

**End:** Wednesday, December 25, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Tuesday, December 24, 2024 12:00 AM

**End:** Wednesday, December 25, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Christmas Eve

**Start:** Wednesday, December 24, 2025 12:00 AM

**End:** Thursday, December 25, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Christmas Eve

**Start:** Wednesday, December 24, 2014 12:00 AM

**End:** Thursday, December 25, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 12, 2009 12:00 AM

**End:** Tuesday, October 13, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 08, 2012 12:00 AM

**End:** Tuesday, October 09, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 10, 2016 12:00 AM

**End:** Tuesday, October 11, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, March 31, 2013 12:00 AM

**End:** Monday, April 01, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 14, 2013 12:00 AM

**End:** Tuesday, October 15, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 12, 2020 12:00 AM

**End:** Tuesday, October 13, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 08, 2018 12:00 AM

**End:** Tuesday, October 09, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 11, 2010 12:00 AM

**End:** Tuesday, October 12, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 14, 2019 12:00 AM

**End:** Tuesday, October 15, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 04, 2010 12:00 AM

**End:** Monday, April 05, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 08, 2012 12:00 AM

**End:** Monday, April 09, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, March 27, 2016 12:00 AM

**End:** Monday, March 28, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 13, 2014 12:00 AM

**End:** Tuesday, October 14, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 12, 2015 12:00 AM

**End:** Tuesday, October 13, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 09, 2017 12:00 AM

**End:** Tuesday, October 10, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 12, 2009 12:00 AM

**End:** Monday, April 13, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 24, 2011 12:00 AM

**End:** Monday, April 25, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 20, 2014 12:00 AM

**End:** Monday, April 21, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 05, 2015 12:00 AM

**End:** Monday, April 06, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Columbus Day

**Start:** Monday, October 10, 2011 12:00 AM

**End:** Tuesday, October 11, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 12, 2020 12:00 AM

**End:** Monday, April 13, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 06, 2012 12:00 AM

**End:** Wednesday, November 07, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 06, 2018 12:00 AM

**End:** Wednesday, November 07, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 21, 2019 12:00 AM

**End:** Monday, April 22, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 07, 2017 12:00 AM

**End:** Wednesday, November 08, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 21, 2009 12:00 AM

**End:** Monday, June 22, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 17, 2012 12:00 AM

**End:** Monday, June 18, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 20, 2010 12:00 AM

**End:** Monday, June 21, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 03, 2015 12:00 AM

**End:** Wednesday, November 04, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Easter Day

**Start:** Sunday, April 16, 2017 12:00 AM

**End:** Monday, April 17, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 05, 2019 12:00 AM

**End:** Wednesday, November 06, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Easter Day

**Start:** Sunday, April 01, 2018 12:00 AM

**End:** Monday, April 02, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 04, 2014 12:00 AM

**End:** Wednesday, November 05, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 08, 2011 12:00 AM  
**End:** Wednesday, November 09, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 05, 2013 12:00 AM

**End:** Wednesday, November 06, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 01, 2016 12:00 AM

**End:** Wednesday, November 02, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 03, 2020 12:00 AM

**End:** Wednesday, November 04, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 02, 2010 12:00 AM

**End:** Wednesday, November 03, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 19, 2011 12:00 AM

**End:** Monday, June 20, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Election Day

**Start:** Tuesday, November 03, 2009 12:00 AM

**End:** Wednesday, November 04, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 17, 2018 12:00 AM

**End:** Monday, June 18, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 21, 2020 12:00 AM

**End:** Monday, June 22, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Friday, June 14, 2019 12:00 AM

**End:** Saturday, June 15, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Tuesday, June 14, 2016 12:00 AM

**End:** Wednesday, June 15, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 18, 2017 12:00 AM

**End:** Monday, June 19, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 16, 2019 12:00 AM

**End:** Monday, June 17, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Friday, June 14, 2013 12:00 AM

**End:** Saturday, June 15, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 15, 2014 12:00 AM

**End:** Monday, June 16, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Tuesday, June 14, 2011 12:00 AM

**End:** Wednesday, June 15, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Saturday, June 14, 2014 12:00 AM

**End:** Sunday, June 15, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Thursday, June 14, 2012 12:00 AM

**End:** Friday, June 15, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 16, 2013 12:00 AM

**End:** Monday, June 17, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 21, 2015 12:00 AM

**End:** Monday, June 22, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Sunday, June 14, 2009 12:00 AM

**End:** Monday, June 15, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Father's Day

**Start:** Sunday, June 19, 2016 12:00 AM

**End:** Monday, June 20, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Monday, June 14, 2010 12:00 AM

**End:** Tuesday, June 15, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Sunday, June 14, 2015 12:00 AM

**End:** Monday, June 15, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Wednesday, June 14, 2017 12:00 AM

**End:** Thursday, June 15, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Sunday, June 14, 2020 12:00 AM

**End:** Monday, June 15, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Thursday, June 14, 2018 12:00 AM

**End:** Friday, June 15, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Flag Day

**Start:** Sunday, June 14, 2026 12:00 AM

**End:** Monday, June 15, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Monday, February 02, 2009 12:00 AM

**End:** Tuesday, February 03, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Wednesday, June 14, 2023 12:00 AM

**End:** Thursday, June 15, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Tuesday, June 14, 2022 12:00 AM

**End:** Wednesday, June 15, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Wednesday, June 14, 2028 12:00 AM

**End:** Thursday, June 15, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Tuesday, February 02, 2016 12:00 AM

**End:** Wednesday, February 03, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Sunday, February 02, 2020 12:00 AM

**End:** Monday, February 03, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Friday, June 14, 2024 12:00 AM

**End:** Saturday, June 15, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Wednesday, February 02, 2011 12:00 AM

**End:** Thursday, February 03, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Saturday, June 14, 2025 12:00 AM

**End:** Sunday, June 15, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Sunday, February 02, 2014 12:00 AM

**End:** Monday, February 03, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Thursday, February 02, 2012 12:00 AM

**End:** Friday, February 03, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Saturday, February 02, 2019 12:00 AM

**End:** Sunday, February 03, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Flag Day

**Start:** Monday, June 14, 2027 12:00 AM

**End:** Tuesday, June 15, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Flag Day

**Start:** Monday, June 14, 2021 12:00 AM  
**End:** Tuesday, June 15, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Saturday, February 02, 2013 12:00 AM

**End:** Sunday, February 03, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Tuesday, February 02, 2010 12:00 AM

**End:** Wednesday, February 03, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Monday, February 02, 2015 12:00 AM

**End:** Tuesday, February 03, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Thursday, February 02, 2017 12:00 AM

**End:** Friday, February 03, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Friday, February 02, 2018 12:00 AM

**End:** Saturday, February 03, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Sunday, October 31, 2010 12:00 AM  
**End:** Monday, November 01, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Wednesday, October 31, 2012 12:00 AM

**End:** Thursday, November 01, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Saturday, October 31, 2015 12:00 AM  
**End:** Sunday, November 01, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Tuesday, February 02, 2021 12:00 AM

**End:** Wednesday, February 03, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Wednesday, February 02, 2028 12:00 AM

**End:** Thursday, February 03, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Monday, October 31, 2016 12:00 AM

**End:** Tuesday, November 01, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Wednesday, February 02, 2022 12:00 AM

**End:** Thursday, February 03, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Friday, February 02, 2024 12:00 AM

**End:** Saturday, February 03, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Friday, October 31, 2014 12:00 AM

**End:** Saturday, November 01, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Monday, October 31, 2011 12:00 AM

**End:** Tuesday, November 01, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Saturday, October 31, 2020 12:00 AM  
**End:** Sunday, November 01, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Thursday, October 31, 2013 12:00 AM

**End:** Friday, November 01, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Tuesday, October 31, 2017 12:00 AM

**End:** Wednesday, November 01, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Thursday, October 31, 2019 12:00 AM

**End:** Friday, November 01, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Groundhog Day

**Start:** Tuesday, February 02, 2027 12:00 AM  
**End:** Wednesday, February 03, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Monday, February 02, 2026 12:00 AM

**End:** Tuesday, February 03, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Thursday, February 02, 2023 12:00 AM

**End:** Friday, February 03, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Groundhog Day

**Start:** Sunday, February 02, 2025 12:00 AM

**End:** Monday, February 03, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Saturday, October 31, 2009 12:00 AM  
**End:** Sunday, November 01, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Wednesday, October 31, 2018 12:00 AM

**End:** Thursday, November 01, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Monday, October 31, 2022 12:00 AM

**End:** Tuesday, November 01, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Tuesday, October 31, 2023 12:00 AM

**End:** Wednesday, November 01, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Thursday, October 31, 2024 12:00 AM

**End:** Friday, November 01, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Saturday, July 04, 2020 12:00 AM

**End:** Sunday, July 05, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Friday, July 04, 2014 12:00 AM

**End:** Saturday, July 05, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Monday, July 04, 2016 12:00 AM

**End:** Tuesday, July 05, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Thursday, July 04, 2019 12:00 AM

**End:** Friday, July 05, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Thursday, July 04, 2013 12:00 AM

**End:** Friday, July 05, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Saturday, July 04, 2015 12:00 AM

**End:** Sunday, July 05, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Wednesday, July 04, 2018 12:00 AM

**End:** Thursday, July 05, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Saturday, October 31, 2026 12:00 AM  
**End:** Sunday, November 01, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Sunday, October 31, 2021 12:00 AM  
**End:** Monday, November 01, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Wednesday, July 04, 2012 12:00 AM

**End:** Thursday, July 05, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Saturday, July 04, 2009 12:00 AM

**End:** Sunday, July 05, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Monday, July 04, 2011 12:00 AM

**End:** Tuesday, July 05, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Sunday, October 31, 2027 12:00 AM

**End:** Monday, November 01, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Friday, October 31, 2025 12:00 AM

**End:** Saturday, November 01, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Sunday, July 04, 2010 12:00 AM

**End:** Monday, July 05, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Tuesday, July 04, 2017 12:00 AM

**End:** Wednesday, July 05, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Halloween

**Start:** Tuesday, October 31, 2028 12:00 AM

**End:** Wednesday, November 01, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Sunday, July 04, 2021 12:00 AM

**End:** Monday, July 05, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 03, 2018 12:00 AM

**End:** Tuesday, September 04, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Tuesday, July 04, 2023 12:00 AM

**End:** Wednesday, July 05, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 07, 2009 12:00 AM

**End:** Tuesday, September 08, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 07, 2015 12:00 AM

**End:** Tuesday, September 08, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Friday, July 04, 2025 12:00 AM

**End:** Saturday, July 05, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 06, 2010 12:00 AM

**End:** Tuesday, September 07, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 05, 2016 12:00 AM

**End:** Tuesday, September 06, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 05, 2011 12:00 AM

**End:** Tuesday, September 06, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 04, 2017 12:00 AM

**End:** Tuesday, September 05, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 02, 2019 12:00 AM

**End:** Tuesday, September 03, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Monday, July 04, 2022 12:00 AM

**End:** Tuesday, July 05, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Thursday, July 04, 2024 12:00 AM

**End:** Friday, July 05, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Saturday, July 04, 2026 12:00 AM

**End:** Sunday, July 05, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 03, 2012 12:00 AM

**End:** Tuesday, September 04, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Independence Day

**Start:** Sunday, July 04, 2027 12:00 AM  
**End:** Monday, July 05, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Independence Day

**Start:** Tuesday, July 04, 2028 12:00 AM

**End:** Wednesday, July 05, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 02, 2013 12:00 AM

**End:** Tuesday, September 03, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 01, 2014 12:00 AM

**End:** Tuesday, September 02, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Labor Day

**Start:** Monday, September 07, 2020 12:00 AM

**End:** Tuesday, September 08, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Friday, February 12, 2010 12:00 AM

**End:** Saturday, February 13, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Wednesday, February 12, 2014 12:00 AM

**End:** Thursday, February 13, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Tuesday, February 12, 2019 12:00 AM

**End:** Wednesday, February 13, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Sunday, February 12, 2012 12:00 AM

**End:** Monday, February 13, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Thursday, February 12, 2015 12:00 AM

**End:** Friday, February 13, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Saturday, February 12, 2011 12:00 AM

**End:** Sunday, February 13, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Tuesday, February 12, 2013 12:00 AM

**End:** Wednesday, February 13, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Wednesday, February 12, 2025 12:00 AM

**End:** Thursday, February 13, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Friday, February 12, 2021 12:00 AM

**End:** Saturday, February 13, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Sunday, February 12, 2017 12:00 AM

**End:** Monday, February 13, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Friday, February 12, 2027 12:00 AM

**End:** Saturday, February 13, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Thursday, February 12, 2009 12:00 AM

**End:** Friday, February 13, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Saturday, February 12, 2022 12:00 AM

**End:** Sunday, February 13, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Wednesday, February 12, 2020 12:00 AM

**End:** Thursday, February 13, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Friday, February 12, 2016 12:00 AM

**End:** Saturday, February 13, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Monday, February 12, 2024 12:00 AM

**End:** Tuesday, February 13, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Thursday, February 12, 2026 12:00 AM

**End:** Friday, February 13, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Sunday, February 12, 2023 12:00 AM

**End:** Monday, February 13, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Lincoln's Birthday

**Start:** Saturday, February 12, 2028 12:00 AM

**End:** Sunday, February 13, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Lincoln's Birthday

**Start:** Monday, February 12, 2018 12:00 AM

**End:** Tuesday, February 13, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 17, 2011 12:00 AM

**End:** Tuesday, January 18, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 21, 2013 12:00 AM

**End:** Tuesday, January 22, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 18, 2016 12:00 AM

**End:** Tuesday, January 19, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 20, 2020 12:00 AM

**End:** Tuesday, January 21, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Memorial Day

**Start:** Monday, May 28, 2012 12:00 AM

**End:** Tuesday, May 29, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 16, 2012 12:00 AM

**End:** Tuesday, January 17, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 30, 2011 12:00 AM

**End:** Tuesday, May 31, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 19, 2015 12:00 AM

**End:** Tuesday, January 20, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Memorial Day

**Start:** Monday, May 26, 2014 12:00 AM

**End:** Tuesday, May 27, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 15, 2018 12:00 AM

**End:** Tuesday, January 16, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 25, 2009 12:00 AM

**End:** Tuesday, May 26, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 19, 2009 12:00 AM

**End:** Tuesday, January 20, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 20, 2014 12:00 AM

**End:** Tuesday, January 21, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 18, 2010 12:00 AM

**End:** Tuesday, January 19, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 21, 2019 12:00 AM

**End:** Tuesday, January 22, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Memorial Day

**Start:** Monday, May 27, 2013 12:00 AM

**End:** Tuesday, May 28, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Martin Luther King Day

**Start:** Monday, January 16, 2017 12:00 AM

**End:** Tuesday, January 17, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 31, 2010 12:00 AM  
**End:** Tuesday, June 01, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Memorial Day

**Start:** Monday, May 30, 2016 12:00 AM

**End:** Tuesday, May 31, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 25, 2015 12:00 AM

**End:** Tuesday, May 26, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 29, 2017 12:00 AM

**End:** Tuesday, May 30, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 28, 2018 12:00 AM

**End:** Tuesday, May 29, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 09, 2010 12:00 AM

**End:** Monday, May 10, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 12, 2013 12:00 AM

**End:** Monday, May 13, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Memorial Day

**Start:** Monday, May 27, 2019 12:00 AM

**End:** Tuesday, May 28, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 10, 2009 12:00 AM

**End:** Monday, May 11, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Mother's Day

**Start:** Sunday, May 10, 2020 12:00 AM

**End:** Monday, May 11, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 14, 2017 12:00 AM

**End:** Monday, May 15, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Thursday, January 01, 2009 12:00 AM

**End:** Friday, January 02, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Memorial Day

**Start:** Monday, May 25, 2020 12:00 AM

**End:** Tuesday, May 26, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 11, 2014 12:00 AM

**End:** Monday, May 12, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 08, 2016 12:00 AM

**End:** Monday, May 09, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 13, 2018 12:00 AM

**End:** Monday, May 14, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Saturday, January 01, 2011 12:00 AM

**End:** Sunday, January 02, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 10, 2015 12:00 AM

**End:** Monday, May 11, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Friday, January 01, 2010 12:00 AM

**End:** Saturday, January 02, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 12, 2019 12:00 AM

**End:** Monday, May 13, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Sunday, January 01, 2012 12:00 AM

**End:** Monday, January 02, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 13, 2012 12:00 AM

**End:** Monday, May 14, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Mother's Day

**Start:** Sunday, May 08, 2011 12:00 AM

**End:** Monday, May 09, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Thursday, December 31, 2009 12:00 AM

**End:** Friday, January 01, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Wednesday, January 01, 2020 12:00 AM

**End:** Thursday, January 02, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Friday, January 01, 2016 12:00 AM

**End:** Saturday, January 02, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Sunday, January 01, 2017 12:00 AM

**End:** Monday, January 02, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Friday, January 01, 2021 12:00 AM

**End:** Saturday, January 02, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Monday, January 01, 2024 12:00 AM

**End:** Tuesday, January 02, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Friday, December 31, 2010 12:00 AM

**End:** Saturday, January 01, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Thursday, January 01, 2026 12:00 AM

**End:** Friday, January 02, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Monday, December 31, 2012 12:00 AM

**End:** Tuesday, January 01, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Friday, January 01, 2027 12:00 AM

**End:** Saturday, January 02, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Tuesday, January 01, 2013 12:00 AM

**End:** Wednesday, January 02, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Tuesday, January 01, 2019 12:00 AM

**End:** Wednesday, January 02, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Sunday, January 01, 2023 12:00 AM

**End:** Monday, January 02, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Monday, January 01, 2018 12:00 AM

**End:** Tuesday, January 02, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Wednesday, January 01, 2025 12:00 AM

**End:** Thursday, January 02, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Wednesday, January 01, 2014 12:00 AM

**End:** Thursday, January 02, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Thursday, January 01, 2015 12:00 AM

**End:** Friday, January 02, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Saturday, January 01, 2022 12:00 AM

**End:** Sunday, January 02, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Saturday, December 31, 2011 12:00 AM

**End:** Sunday, January 01, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Day

**Start:** Saturday, January 01, 2028 12:00 AM

**End:** Sunday, January 02, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Thursday, December 31, 2020 12:00 AM

**End:** Friday, January 01, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Thursday, December 31, 2015 12:00 AM

**End:** Friday, January 01, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Monday, December 31, 2018 12:00 AM

**End:** Tuesday, January 01, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Wednesday, December 31, 2025 12:00 AM

**End:** Thursday, January 01, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Saturday, December 31, 2022 12:00 AM

**End:** Sunday, January 01, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Sunday, December 31, 2028 12:00 AM

**End:** Monday, January 01, 2029 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** New Year's Eve

**Start:** Thursday, December 31, 2026 12:00 AM

**End:** Friday, January 01, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Saturday, March 17, 2012 12:00 AM

**End:** Sunday, March 18, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Tuesday, December 31, 2024 12:00 AM

**End:** Wednesday, January 01, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Sunday, December 31, 2017 12:00 AM

**End:** Monday, January 01, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Saturday, December 31, 2016 12:00 AM

**End:** Sunday, January 01, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Wednesday, December 31, 2014 12:00 AM

**End:** Thursday, January 01, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Tuesday, December 31, 2019 12:00 AM

**End:** Wednesday, January 01, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Tuesday, March 17, 2009 12:00 AM

**End:** Wednesday, March 18, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Friday, December 31, 2021 12:00 AM

**End:** Saturday, January 01, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Sunday, December 31, 2023 12:00 AM

**End:** Monday, January 01, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Tuesday, December 31, 2013 12:00 AM

**End:** Wednesday, January 01, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** New Year's Eve

**Start:** Friday, December 31, 2027 12:00 AM

**End:** Saturday, January 01, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Wednesday, March 17, 2010 12:00 AM

**End:** Thursday, March 18, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Thursday, March 17, 2011 12:00 AM

**End:** Friday, March 18, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Saint Patrick's Day

**Start:** Monday, March 17, 2025 12:00 AM

**End:** Tuesday, March 18, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Sunday, March 17, 2024 12:00 AM

**End:** Monday, March 18, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Thursday, April 15, 2010 12:00 AM

**End:** Friday, April 16, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Sunday, March 17, 2019 12:00 AM

**End:** Monday, March 18, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Saturday, March 17, 2018 12:00 AM

**End:** Sunday, March 18, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Friday, April 15, 2011 12:00 AM  
**End:** Saturday, April 16, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Wednesday, April 15, 2009 12:00 AM

**End:** Thursday, April 16, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Sunday, March 17, 2013 12:00 AM

**End:** Monday, March 18, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Tuesday, March 17, 2020 12:00 AM

**End:** Wednesday, March 18, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Monday, April 16, 2012 12:00 AM

**End:** Tuesday, April 17, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Thursday, March 17, 2022 12:00 AM

**End:** Friday, March 18, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Wednesday, March 17, 2027 12:00 AM

**End:** Thursday, March 18, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Tuesday, March 17, 2015 12:00 AM

**End:** Wednesday, March 18, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Friday, March 17, 2017 12:00 AM  
**End:** Saturday, March 18, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Saint Patrick's Day

**Start:** Friday, March 17, 2023 12:00 AM  
**End:** Saturday, March 18, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Tuesday, March 17, 2026 12:00 AM

**End:** Wednesday, March 18, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Friday, March 17, 2028 12:00 AM

**End:** Saturday, March 18, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Wednesday, March 17, 2021 12:00 AM

**End:** Thursday, March 18, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Monday, March 17, 2014 12:00 AM

**End:** Tuesday, March 18, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Saint Patrick's Day

**Start:** Thursday, March 17, 2016 12:00 AM

**End:** Friday, March 18, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Wednesday, April 15, 2020 12:00 AM

**End:** Thursday, April 16, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Monday, April 17, 2017 12:00 AM

**End:** Tuesday, April 18, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Tuesday, April 15, 2014 12:00 AM  
**End:** Wednesday, April 16, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Monday, April 15, 2019 12:00 AM

**End:** Tuesday, April 16, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 22, 2018 12:00 AM

**End:** Friday, November 23, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 25, 2010 12:00 AM

**End:** Friday, November 26, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 27, 2014 12:00 AM

**End:** Friday, November 28, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Wednesday, April 15, 2015 12:00 AM

**End:** Thursday, April 16, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 26, 2009 12:00 AM

**End:** Friday, November 27, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 23, 2017 12:00 AM

**End:** Friday, November 24, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 28, 2013 12:00 AM

**End:** Friday, November 29, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Monday, April 15, 2013 12:00 AM

**End:** Tuesday, April 16, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 26, 2015 12:00 AM

**End:** Friday, November 27, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 28, 2019 12:00 AM

**End:** Friday, November 29, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Monday, April 16, 2018 12:00 AM

**End:** Tuesday, April 17, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 24, 2011 12:00 AM

**End:** Friday, November 25, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Tax Day

**Start:** Friday, April 15, 2016 12:00 AM  
**End:** Saturday, April 16, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 22, 2012 12:00 AM

**End:** Friday, November 23, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 24, 2016 12:00 AM

**End:** Friday, November 25, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Thanksgiving Day

**Start:** Thursday, November 26, 2020 12:00 AM

**End:** Friday, November 27, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Monday, February 14, 2011 12:00 AM

**End:** Tuesday, February 15, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Saturday, February 14, 2009 12:00 AM

**End:** Sunday, February 15, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Monday, February 14, 2022 12:00 AM

**End:** Tuesday, February 15, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Sunday, February 14, 2010 12:00 AM

**End:** Monday, February 15, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Saturday, February 14, 2026 12:00 AM

**End:** Sunday, February 15, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Monday, February 14, 2028 12:00 AM

**End:** Tuesday, February 15, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Valentine's Day

**Start:** Friday, February 14, 2025 12:00 AM

**End:** Saturday, February 15, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Wednesday, February 14, 2018 12:00 AM

**End:** Thursday, February 15, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Tuesday, February 14, 2017 12:00 AM

**End:** Wednesday, February 15, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Friday, February 14, 2014 12:00 AM

**End:** Saturday, February 15, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Sunday, February 14, 2016 12:00 AM

**End:** Monday, February 15, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Friday, February 14, 2020 12:00 AM

**End:** Saturday, February 15, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Wednesday, February 14, 2024 12:00 AM

**End:** Thursday, February 15, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Sunday, February 14, 2021 12:00 AM

**End:** Monday, February 15, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Tuesday, February 14, 2012 12:00 AM

**End:** Wednesday, February 15, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Thursday, February 14, 2019 12:00 AM

**End:** Friday, February 15, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Tuesday, February 14, 2023 12:00 AM

**End:** Wednesday, February 15, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Saturday, February 14, 2015 12:00 AM

**End:** Sunday, February 15, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Valentine's Day

**Start:** Sunday, February 14, 2027 12:00 AM  
**End:** Monday, February 15, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Valentine's Day

**Start:** Thursday, February 14, 2013 12:00 AM

**End:** Friday, February 15, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Monday, November 11, 2013 12:00 AM

**End:** Tuesday, November 12, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Thursday, November 11, 2021 12:00 AM

**End:** Friday, November 12, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Wednesday, November 11, 2009 12:00 AM

**End:** Thursday, November 12, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Veteran's Day

**Start:** Saturday, November 11, 2017 12:00 AM

**End:** Sunday, November 12, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Friday, November 11, 2022 12:00 AM

**End:** Saturday, November 12, 2022 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Wednesday, November 11, 2026 12:00 AM

**End:** Thursday, November 12, 2026 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Monday, November 11, 2024 12:00 AM

**End:** Tuesday, November 12, 2024 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Friday, November 11, 2011 12:00 AM

**End:** Saturday, November 12, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Wednesday, November 11, 2020 12:00 AM

**End:** Thursday, November 12, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Friday, November 11, 2016 12:00 AM

**End:** Saturday, November 12, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Thursday, November 11, 2027 12:00 AM

**End:** Friday, November 12, 2027 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Tuesday, November 11, 2025 12:00 AM

**End:** Wednesday, November 12, 2025 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Veteran's Day

**Start:** Saturday, November 11, 2028 12:00 AM

**End:** Sunday, November 12, 2028 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Tuesday, November 11, 2014 12:00 AM

**End:** Wednesday, November 12, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Sunday, November 11, 2012 12:00 AM

**End:** Monday, November 12, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Thursday, November 11, 2010 12:00 AM

**End:** Friday, November 12, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Wednesday, November 11, 2015 12:00 AM

**End:** Thursday, November 12, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Veteran's Day

**Start:** Sunday, November 11, 2018 12:00 AM  
**End:** Monday, November 12, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Veteran's Day

**Start:** Monday, November 11, 2019 12:00 AM

**End:** Tuesday, November 12, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Veteran's Day

**Start:** Saturday, November 11, 2023 12:00 AM

**End:** Sunday, November 12, 2023 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 27, 2011 12:00 AM

**End:** Thursday, April 28, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 21, 2010 12:00 AM

**End:** Thursday, April 22, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 21, 2011 12:00 AM

**End:** Tuesday, February 22, 2011 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 15, 2010 12:00 AM

**End:** Tuesday, February 16, 2010 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 16, 2009 12:00 AM

**End:** Tuesday, February 17, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 25, 2018 12:00 AM

**End:** Thursday, April 26, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 22, 2020 12:00 AM

**End:** Thursday, April 23, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 24, 2019 12:00 AM

**End:** Thursday, April 25, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 27, 2016 12:00 AM

**End:** Thursday, April 28, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Presidents' Day

**Start:** Monday, February 16, 2015 12:00 AM

**End:** Tuesday, February 17, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 17, 2014 12:00 AM

**End:** Tuesday, February 18, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Presidents' Day

**Start:** Monday, February 18, 2013 12:00 AM

**End:** Tuesday, February 19, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 20, 2012 12:00 AM

**End:** Tuesday, February 21, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 23, 2014 12:00 AM

**End:** Thursday, April 24, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 22, 2009 12:00 AM

**End:** Thursday, April 23, 2009 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 15, 2016 12:00 AM

**End:** Tuesday, February 16, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 25, 2012 12:00 AM

**End:** Thursday, April 26, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 22, 2015 12:00 AM

**End:** Thursday, April 23, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 24, 2013 12:00 AM

**End:** Thursday, April 25, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Administrative Professionals Day

**Start:** Wednesday, April 26, 2017 12:00 AM

**End:** Thursday, April 27, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Presidents' Day

**Start:** Monday, February 20, 2017 12:00 AM

**End:** Tuesday, February 21, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Presidents' Day

**Start:** Monday, February 19, 2018 12:00 AM

**End:** Tuesday, February 20, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Presidents' Day

**Start:** Monday, February 18, 2019 12:00 AM

**End:** Tuesday, February 19, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Presidents' Day

**Start:** Monday, February 17, 2020 12:00 AM

**End:** Tuesday, February 18, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
**Start:** Monday, March 13, 2017 7:00 AM  
**End:** Monday, March 13, 2017 8:28 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0Record Locator: HLQBDX

d\plain\f0

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA Flight 2123

d\plain\f0Depart: LGA - New York on Mon 13 Mar 2017 at 07:00AM

d\plain\f0Arrive: DCA - Washington on Mon 13 Mar 2017 at 08:28AM

d\plain\f0Booking Code: D

d\plain\f0Traveler Information: STAN BUCHESKY - First - 3D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

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d\plain\f0



## Buchesky, Stanley

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**Subject:** DCA/HPN  
**Location:** Washington (DCA) 01:17PM local time  
**Start:** Friday, March 10, 2017 1:17 PM  
**End:** Friday, March 10, 2017 2:36 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0Record Locator: HSYQXT

d\plain\f0

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5443

d\plain\f0Depart: DCA - Washington on Wed 8 Mar 2017 at 01:17PM

d\plain\f0Arrive: HPN - Westchester County on Wed 8 Mar 2017 at 02:36PM

d\plain\f0Booking Code: M

d\plain\f0Traveler Information: STAN BUCHESKY - Coach - 9D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

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d\plain\f0

**Soltis, Tim**

---

**Subject:** Canceled: OCFO/EPI Division - Level 1 meeting  
**Location:** WDCPCP-6083 (Managed)  
  
**Start:** Wednesday, March 15, 2017 3:00 PM  
**End:** Wednesday, March 15, 2017 4:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Soltis, Tim  
**Required Attendees:** Billups, Angela; Moore, Michele; Anthony, Todd; Dempster, Carolyn; Sheriff-Parker, Jennifer; Buchesky, Stanley; Ham, Holly; Eck, Kevin; Jones, Amy; Conaty, Joe; McHugh, Erin; Reynolds, Cody  
  
**Importance:** High

**If you need to call into this meeting, please let Carolyn know ahead of time. Thank you.**

CFO Conference Line information:

**Dial In Number:** (b)(6)

**Participant Code**

**Leader Code:** (b)(6) *(leader use only)*

**Agenda:**

The purpose of this meeting is to deliver an in-depth overview of the OCFO Enterprise Procurement Initiatives (EPI) division's function and responsibilities.

**Participants:**

Beachhead Team

Mr. Stanley Buchesky

Mr. Cody Reynolds

ODS

Joe Conaty

Erin McHugh

OCFO

Tim Soltis, Delegated Chief Financial Officer (CFO)

Angela Billups, Deputy Chief Acquisition Officer (DCAO)

Michele Moore, Acting Director, Enterprise Procurement Initiatives (EPI) and delegated Senior Procurement Executive (SPE)

Todd Anthony, Associate Director, EPI  
Carolyn Dempster, Executive Assistant to the CFO  
Jennifer Sheriff-Parker, OCFO/OCIO Executive Officer

**Read-ahead materials will be provided.**



Soltis, Tim

---

**Subject:** OCFO/EPI Division - Level 1 meeting  
**Location:** WDCPCP-6083 (Managed)  
**Start:** Wednesday, March 15, 2017 3:00 PM  
**End:** Wednesday, March 15, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Soltis, Tim  
**Required Attendees:** Billups, Angela; Moore, Michele; Anthony, Todd; Dempster, Carolyn; Sheriff-Parker, Jennifer; Buchesky, Stanley; Conaty, Joe; McHugh, Erin; Reynolds, Cody  
**Attachments:** Level I Meeting March 15th.pptx

3/14 – Updated invite with .ppt attachment

**If you need to call into this meeting, please let Carolyn know ahead of time. Thank you.**

CFO Conference Line information:

**Dial In Number:** (b)(6)

**Participant Code**

**Leader Code:** (b)(6) *(leader use only)*

**Agenda:**

The purpose of this meeting is to deliver an in-depth overview of the OCFO Enterprise Procurement Initiatives (EPI) division's function and responsibilities.

**Participants:**

Beachhead Team

Mr. Stanley Buchesky

Mr. Cody Reynolds

ODS

Joe Conaty

Erin McHugh

OCFO

Tim Soltis, Delegated Chief Financial Officer (CFO)

Angela Billups, Deputy Chief Acquisition Officer (DCAO)  
Michele Moore, Acting Director, Enterprise Procurement Initiatives (EPI) and delegated Senior Procurement Executive (SPE)  
Todd Anthony, Associate Director, EPI  
Carolyn Dempster, Executive Assistant to the CFO  
Jennifer Sheriff-Parker, OCFO/OCIO Executive Officer

**Read-ahead materials will be provided.**

(b)(5)

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(b)(5)



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AMERICAN  
OVERSIGHT

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AMERICAN OVERSIGHT  
3780



**Soltis, Tim**

---

**Subject:** Canceled: OCFO/EPI Division - Level 1 meeting  
**Location:** WDCPCP-6083 (Managed)  
  
**Start:** Wednesday, March 15, 2017 3:00 PM  
**End:** Wednesday, March 15, 2017 4:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Tentative  
  
**Organizer:** Soltis, Tim  
**Required Attendees:** Billups, Angela; Moore, Michele; Anthony, Todd; Dempster, Carolyn; Sheriff-Parker, Jennifer; Buchesky, Stanley; Ham, Holly; Eck, Kevin; Jones, Amy; Conaty, Joe; McHugh, Erin; Reynolds, Cody  
  
**Importance:** High

**If you need to call into this meeting, please let Carolyn know ahead of time. Thank you.**

CFO Conference Line information:

**Dial In Number:**

(b)(6)

**Participant Code**

**Leader Code:**

(b)(6)

(leader use only)

**Agenda:**

The purpose of this meeting is to deliver an in-depth overview of the OCFO Enterprise Procurement Initiatives (EPI) division's function and responsibilities.

**Participants:**

Beachhead Team

Mr. Stanley Buchesky

Mr. Cody Reynolds

ODS

Joe Conaty

Erin McHugh

OCFO

Tim Soltis, Delegated Chief Financial Officer (CFO)

Angela Billups, Deputy Chief Acquisition Officer (DCAO)

Michele Moore, Acting Director, Enterprise Procurement Initiatives (EPI) and delegated Senior Procurement Executive (SPE)



Todd Anthony, Associate Director, EPI  
Carolyn Dempster, Executive Assistant to the CFO  
Jennifer Sheriff-Parker, OCFO/OCIO Executive Officer

**Read-ahead materials will be provided.**

**Rigas, Laura**

---

**Subject:** Investigation  
**Location:** Erin Waddle 703.867.2474  
**Start:** Wednesday, March 15, 2017 2:00 PM  
**End:** Wednesday, March 15, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Rigas, Laura

## Buchesky, Stanley

---

**Subject:** Tom Skelly

**Start:** Monday, March 13, 2017 2:00 PM

**End:** Monday, March 13, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** Keep an eye out for MI gov's education report

**Start:** Friday, March 10, 2017 10:30 AM

**End:** Friday, March 10, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Hernandez-  
Marshall,  
Angela**

---

**Subject:** 2015 National Indian Education Study Findings  
**Location:** US Dept. of Education, 400 Maryland Ave, SW, Lyndon B.  
Johnson Building, Barnard Auditorium, Washington DC  
20202

**Start:** Tuesday, March 14, 2017 10:00 AM  
**End:** Tuesday, March 14, 2017 11:30 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Hernandez-Marshall, Angela  
**Required Attendees:** Chism, Monique; Morgan, Warren;  
Juanita.Mendoza@BIE.EDU; mdeferranti@niea.org; Finston,  
Jacqueline; Couture, William; Richardson-Jones, Briana;  
Ramirez, Lisa; Esquith, David; Lyles, Sylvia; Proctor, Tammy;  
Rooney, Patrick; Ward, Jerry; OESE Indian Education;  
Eichner, Jill; Pasternak, Sharone; Lessard, Ron; Reed, Almita;  
Osborne, Joanne; Randall, Valerie  
**Optional Attendees:** Davis, Paulette; Garcia, Bernard; Cuervo, Amalia



UNITED  
STATES  
DEPARTMENT  
OF  
EDUCATION

OFFICE OF  
ELEMENTARY  
AND SECONDARY  
EDUCATION

Dear Colleagues:

Please join the Office of Elementary and Secondary Education's Office of Indian Education in welcoming James Deaton, Project Director of the National Indian Education Study (NIES), Institute of Education Sciences (IES), who will share findings from the [2015 NIES Report](#) that was released earlier this week.

The NIES is administered as part of the National Assessment of Educational Progress (NAEP) to allow more in-depth reporting on the achievement and experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8. This report focuses primarily on two themes identified during the development of the NIES survey questionnaires.

1. To what extent are AI/AN culture and language part of the curricula?
2. To what extent are school resources available for improving AI/AN student achievement?

This report will also present previously unreleased 2015 NAEP achievement data for AI/AN students as disaggregated by low- and high- density schools for reading and mathematics at grades 4 and 8. School density, as defined by the Office of Indian Education (OIE), indicates the proportion of AI/AN students enrolled. Low density schools have less than 25 percent AI/AN students. High density schools have 25 percent or more and this category is reported as being mutually exclusive from Bureau of Indian (BIE) schools. All other NAEP achievement data in this report (i.e., AI/AN state-level and BIE achievement data) had been previously released.

In conjunction with the report release, the NCES blog summarizes major findings:

<https://nces.ed.gov/blogs/nces/post/measuring-the-achievement-and-experiences-of-american-indian-and-alaska-native-youth-national-indian-education-study-2015>.

**Invitees who are not Department employees:** Please RSVP to Angela Hernandez-Marshall at [Angela.Hernandez-Marshall@ed.gov](mailto:Angela.Hernandez-Marshall@ed.gov). If you need to submit a request for a reasonable accommodation, please contact Angela by phone at 202-205-1909 no later than Friday, March 10.

**Bernard Garcia**  
Acting Director  
Office of Indian Education

**Buchesky, Stanley**

---

**Subject:** Nick on the Hill

**Start:** Tuesday, March 14, 2017 8:00 PM

**End:** Tuesday, March 14, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



Soltis, Tim

---

**Subject:** (b)(5)

**Location:** WDCPCP-6083 (Managed)

**Start:** Thursday, April 27, 2017 3:00 PM  
**End:** Thursday, April 27, 2017 3:45 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Soltis, Tim  
**Required Attendees:** Billups, Angela; Moore, Michele; Buchesky, Stanley; Ham, Holly  
**Optional Attendees:** Reynolds, Cody

Stanley - Please feel free to include others from your team.

Thank you,  
Carolyn



**Rigas, Laura**

---

**Subject:** Lunch

**Start:** Thursday, March 16, 2017 12:30 PM

**End:** Thursday, March 16, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Lunch

**Start:** Wednesday, March 15, 2017 11:45 AM

**End:** Wednesday, March 15, 2017 12:45 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Ruddock, Neil**

---

**Subject:** Secretary's conference room

**Start:** Monday, March 13, 2017 4:00 PM

**End:** Monday, March 13, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Toner, Jana**

---

**Subject:** Beachhead Meeting  
**Location:** Secretary's Conference Room  
  
**Start:** Monday, March 13, 2017 4:00 PM  
**End:** Monday, March 13, 2017 5:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Toner, Jana  
**Required Attendees:** (b)(6)

## EDOperationsForum

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**Subject:** FW: Monthly Operations Forum  
**Location:** Secretary's Conference Room // Dial: (b)(6) /  
Code: (b)(6)

**Start:** Wednesday, August 19, 2015 11:00 AM  
**End:** Wednesday, August 19, 2015 12:00 PM

**Recurrence:** Monthly  
**Recurrence Pattern:** the third Wednesday of every 1 month from 11:00 AM to 12:00 PM

**Meeting Status:** Accepted

**Organizer:** EDOperationsForum

**Required Attendees:** Jones, Amy; Dedert, Mitchell; Ament, Aaron; Betka, Sue; Budd, Sally; Diggs, Irma; Dixon, Debra; Dorfman, Cynthia; Drummond, Carmen; Gunja, Mushtaq; Lesko, Max; Mica, Christine; Pepin, Andrew; Rieman, Heather; Smith, Ahnna; Smith, Richard; Vadehra, Emma; McGinnis, Colleen; Ginns, Laura; Araujo, Liza; Crouner, Quasette; Davis, Wanda; Holloway, Michael; Hunter, Tina; Jones, Tracy Deanna; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Windsor, Diedre; Winston, Melanie; Ropelewski, Jim; Grewal, Steve; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Vinson, Marianna; Goniprow, Alex; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Garland, Teresa; Carter, Denise; Dabby, Nadya; Gil, Libia; Harris, Danny; Horwich, Lloyd; Jackson, Andrew; King, John; Lhamon, Catherine; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Studley, Jamienne; Yudin, Michael; McIntosh, Amy; Culatta, Richard; Uvin, Johan; Cole, James; Schorr, Jonathan; Cook, Carolyn; Young, Diona; Englert, Frank; Brown, Trevor; Tighe, Kathleen S.; Scott, Wanda; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica



-----Original Appointment-----

**From:** EDOperationsForum

**Sent:** Monday, January 11, 2016 2:35 PM

**To:** EDOperationsForum; Dedert, Mitchell; Ament, Aaron; Betka, Sue; Budd, Sally; Diggs, Irma; Dixon, Debra; Dorfman, Cynthia; Drummond, Carmen; Gunja, Mushtaq; Lesko, Max; Mica, Christine; Pepin, Andrew; Rieman, Heather; Smith, Ahnna; Smith, Richard; Vadehra, Emma; McGinnis, Colleen; Ginns, Laura; Araujo, Liza; Crowner, Quasette; Davis, Wanda; Holloway, Michael; Hunter, Tina; Jones, Tracy Deanna; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Windsor, Diedre; Winston, Melanie; Ropelewski, Jim; Grewal, Steve; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Vinson, Marianna; Goniprow, Alex; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Garland, Teresa; Carter, Denise; Dabby, Nadya; Gil, Libia; Harris, Danny; Horwich, Lloyd; Jackson, Andrew; King, John; Lhamon, Catherine; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Studley, Jamiene; Yudin, Michael; McIntosh, Amy; Culatta, Richard; Uvin, Johan; Cole, James; Schorr, Jonathan; Cook, Carolyn; Young, Diona; Englert, Frank; Brown, Trevor; Tighe, Kathleen S.; Scott, Wanda; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica

**Subject:** FW: Monthly Operations Forum

**When:** Occurs the third Wednesday of every 1 month effective 8/19/2015 from 11:00 AM to 12:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Secretary's Conference Room // Dial:

(b)(6)

-----Original Appointment-----

**From:** EDOperationsForum

**Sent:** Tuesday, August 04, 2015 10:54 AM

**To:** EDOperationsForum; Ament, Aaron; Betka, Sue; Budd, Sally; Diggs, Irma; Dixon, Debra; Dorfman, Cynthia; Drummond, Carmen; Gunja, Mushtaq; Lesko, Max; Mica, Christine; Pepin, Andrew; Rieman, Heather; Smith, Ahnna; Smith, Richard; Vadehra, Emma; McGinnis, Colleen; Ginns, Laura; Araujo, Liza; Crowner, Quasette; Davis, Wanda; Holloway, Michael; Hunter, Tina; Jones, Tracy Deanna; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Windsor, Diedre; Winston, Melanie; Ropelewski, Jim; Grewal, Steve; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Vinson, Marianna; Goniprow, Alex; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Garland, Teresa; Carter, Denise; Dabby, Nadya; Gil, Libia; Harris, Danny; Horwich, Lloyd; Jackson, Andrew; King, John; Lhamon, Catherine; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Studley, Jamiene; Yudin, Michael; McIntosh, Amy; Culatta, Richard; Uvin, Johan; Cole, James; Schorr, Jonathan; Cook, Carolyn; Hayes, Diona; Englert, Frank; Brown, Trevor; Tighe, Kathleen S.; Scott, Wanda; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica

**Subject:** Monthly Operations Forum

**When:** Occurs the third Wednesday of every 1 month effective 8/19/2015 from 11:00 AM to 12:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Secretary's Conference Room //

(b)(6)

Dear Colleagues:

Thank you for your recent participation in the Monthly Operations Forum. **In addition to establishing the monthly recurring meeting on your calendar, this invitation provides the timeframes for the suggestion of topics and submission of materials for our August 19 Monthly Operations Forum.**

As a reminder, a goal of the Monthly Operations Forum is to discuss operations policies that collectively impact all ED offices. As a result, operations offices such as OCIO, OCFO, PIO, and OM will have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations during the Monthly Operations Forum. In addition to regular updates from these Offices, and to ensure that all participants have an opportunity to shape the Monthly Operations Forum agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing. Depending upon the number of topics and the urgency of some matters, there are proposed agenda items that may have to be carried over to a future Monthly Operations Forum. To ensure there is sufficient time to prepare for the August 19 meeting in advance, please adhere to the following timeline:

Friday, August 7 - COB	Submit proposed agenda topics to OM
Wednesday, August 12 - COB	Offices presenting – submit materials to OM
Friday, August 14 - COB	OM provides final agenda and meeting materials to participants

All questions and materials should be sent to the following email address:  
[EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov). Thanks for your support.

Richard Smith  
Chief of Staff  
Office of Management  
(202) 260-8987



**Dedert, Mitchell**

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**From:** Dedert, Mitchell  
**Sent:** Monday, March 13, 2017 4:56 PM  
**To:** Ament, Aaron; Diggs, Irma; Dixon, Debra; Drummond, Carmen; Gunja, Mushtaq; Mica, Christine; Rieman, Heather; Smith, Ahnna; Vadehra, Emma; Ginns, Laura; Jones, Tracy Deanna; Windsor, Diedre; Ropelewski, Jim; Grewal, Steve; Vinson, Marianna; Goniprow, Alex; Garland, Teresa; Dabby, Nadya; Gil, Libia; Harris, Danny; Horwich, Lloyd; Jackson, Andrew; King, John; Lhamon, Catherine; Skelly, Thomas; Studley, Jamiene; Yudin, Michael; McIntosh, Amy; Culatta, Richard; Uvin, Johan; Cole, James; Schorr, Jonathan; Young, Diona; Englert, Frank; Brown, Trevor; Scott, Wanda; Lesko, Max; EDOperationsForum; Adler, Sheryl; Anderson, Margo; Araujo, Liza; Arrington, Angela; Bergstrom, Peter; Betka, Sue; Brown, Cynthia; Bruce, Sandra; Budd, Sally; Butler, Angela; Carter, Denise; CHCO; Chester, LaVerne; Clark, Teresa; Coles, Tawanna C.; Conaty, Joe; Cook, Karolyn; Crabtree, Rachel; Crouner, Quasette; Cuffee-Graves, Cassandra; Davis, Wanda; Dedert, Mitchell; Dempster, Carolyn; Dixon, Cindy; Dorfman, Cynthia; Bacon, Ellsworth; Ford, Kim R.; Gray, Jason; Green, Bianca; Hairfield, James; Heath, Cynthia; Holloway, Michael; Hunter, Tina; Jordan, Lavern; Juengst, Phillip; Kean, Larry; Lebo, Paul; Lessard, Ron; Long, Brenda; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Matthews, Gail; McFadden, Elizabeth; McGinnis, Colleen; McHugh, Erin; Miller, Daniel J; Minor, Leontyne; Moore, Ken; Morgan, Earl; Morris, David; Mwalimu, Munira; Navalaney, Yvonne; Navarro, Erica; Pepin, Andrew; Petersen, Molly; Ramakis, Jessica; Richardson, Tameka; Rosenfelt, Phil; Runcie, James; Ryder, Ruth; Scott, Janet; Sessa, Matthew; Shields, Trina; Shipp, Paula; Simmons, James K.; Smith, Richard; Soltis, Tim; Stanard, Stephanie V; Stracke, Linda; Styles, Kathleen; Anand, Supreet; Tighe, Kathleen S.; Washington, Mark; Chism, Monique; Wells, Harold; Winston, Melanie; Maddox, Keith M.; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Billups, Angela; Sheriff-Parker, Jennifer; Lesko, Max; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey  
**Cc:** Harless, Charles; Jones, Amy  
**Subject:** Monthly Operations Forum  
**Attachments:** (b)(5)

(b)(5)



Dear Colleagues:

When the Monthly Operations Forum (MOF) was conceptualized, there was an expressed need to continue building a spirit of teamwork among the senior leaders of the agency and to establish a forum for meaningful and candid discussion and collaborative problem-solving that will allow senior leaders to provide input on operational, administrative, and implementation challenges confronting the agency.

During each meeting, operations offices such as OCIO, OCFO, and OM have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations. In addition to regular updates from these offices, and to ensure that all participants have an opportunity to shape the MOF agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing.

**The next MOF is scheduled for Wednesday, March 15. To ensure there is sufficient time to prepare for the meeting, please submit proposed agenda items by March 6.**

As a reminder, all questions and material should be sent to the following email address:

[EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov).

# Monthly Operations Forum

Wednesday, February 15, 2017

LBJ – 2W240-20

(b)(5)

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# Monthly Operations Forum

Wednesday, March 15, 2017

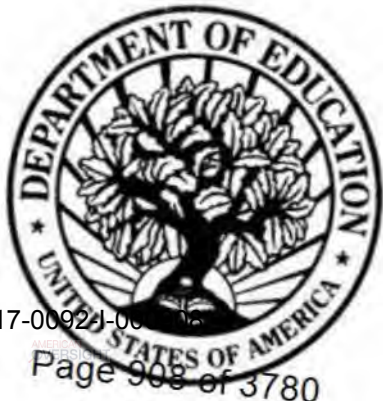
11:00 AM – 12:00 PM

LBJ 2<sup>nd</sup> Floor – Conference Room 240-20

Conference Line: (b)(6)

(b)(5)





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AMERICAN  
OVERSIGHT

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## Monthly Operations Forum

*Office of the Chief Financial Officer*

(b)(5)

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## Monthly Operations Forum

*Office of the Deputy Secretary*

(b)(5)



## Monthly Operations Forum

*Office of the Deputy Secretary*

(b)(5)



(b)(5)



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**Sent:** Tuesday, December 12, 2017 10:32 AM  
**To:** Scott, Wanda; Brown, Trevor; Englert, Frank; Young, Diona; Schorr, Jonathan; Cole, James; Uvin, Johan; Culatta, Richard; McIntosh, Amy; Yudin, Michael; Studley, Jamienne; Skelly, Thomas; Lhamon, Catherine; King, John; Jackson, Andrew; Horwich, Lloyd; Harris, Danny; Gil, Libia; Dabby, Nadya; Garland, Teresa; Goniprow, Alex; Vinson, Marianna; Grewal, Steve; Ropelewski, Jim; Windsor, Diedre; Jones, Tracy Deanna; Holloway, Michael; Ginns, Laura; Vadehra, Emma; Smith, Ahnna; Rieman, Heather; Mica, Christine; Lesko, Max; Gunja, Mushtaq; Drummond, Carmen; Dixon, Debra; Diggs, Irma; Ament, Aaron; EDOperationsForum; Adler, Sheryl; Anderson, Margo; Araujo, Liza; Arrington, Angela; Bergstrom, Peter; Betka, Sue; Brown, Cynthia; Bruce, Sandra; Budd, Sally; Butler, Angela; Carter, Denise; CHCO; Chester, LaVerne; Clark, Teresa; Coles, Tawanna C.; Conaty, Joe; Cook, Karolyn; Crabtree, Rachel; Crouner, Quasette; Cuffee-Graves, Cassandra; Davis, Wanda; Dedert, Mitchell; Dempster, Carolyn; Dixon, Cindy; Dorfman, Cynthia; Bacon, Ellsworth; Ford, Kim R.; Gray, Jason; Green, Bianca; Hairfield, James; Heath, Cynthia; Holloway, Michael; Hunter, Tina; Jordan, Lavern; Juengst, Phillip; Kean, Larry; Lebo, Paul; Lessard, Ron; Long, Brenda; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Matthews, Gail; McFadden, Elizabeth; McGinnis, Colleen; McHugh, Erin; Miller, Daniel J; Minor, Leontyne; Moore, Ken; Morgan, Earl; Morris, David; Mwalimu, Munira; Navalaney, Yvonne; Navarro, Erica; Pepin, Andrew; Petersen, Molly; Ramakis, Jessica; Richardson, Tameka; Rosenfelt, Phil; Runcie, James; Ryder, Ruth; Scott, Janet; Sessa, Matthew; Shields, Trina; Shipp, Paula; Simmons, James K.; Smith, Richard; Soltis, Tim; Stanard, Stephanie V; Stracke, Linda; Styles, Kathleen; Anand, Supreet; Tighe, Kathleen S.; Washington, Mark; Chism, Monique; Wells, Harold; Winston, Melanie; Maddox, Keith M.; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Billups, Angela; Sheriff-Parker, Jennifer; Lesko, Max; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey; Harless, Charles; Jones, Amy  
**Subject:** Monthly Operations Forum

Dear Colleagues:

When the Monthly Operations Forum (MOF) was conceptualized, there was an expressed need to continue building a spirit of teamwork among the senior leaders of the agency and to establish a forum for meaningful and candid discussion and collaborative problem-solving that will allow senior leaders to provide input on operational, administrative, and implementation challenges confronting the agency.

During each meeting, operations offices such as OCIO, OCFO, and OM have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations. In addition to regular updates from these offices, and to ensure that all participants have an

opportunity to shape the MOF agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing.

**The next MOF is scheduled for Wednesday, April 19. To ensure there is sufficient time to prepare for the meeting, please submit proposed agenda items by April 7.**

As a reminder, all questions and material should be sent to the following email address:

[EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov).

Jones, Amy

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**Subject:** TMA Timekeeping Overview with LaVerne Chester  
**Location:** LaVerne's Desk (7E203)  
  
**Start:** Friday, March 17, 2017 10:00 AM  
**End:** Friday, March 17, 2017 11:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Jones, Amy  
**Required Attendees:** Chester, LaVerne

I have to move this to Friday if that's okay with you ☺

## Buchesky, Stanley

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**Subject:**

(b)(5)

**Location:**

17th & State, Room 138

**Start:**

Wednesday, March 15, 2017 4:45 PM

**End:**

Wednesday, March 15, 2017 5:45 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Buchesky, Stanley

(b)(6)

[@who.eop.gov](mailto:(b)(6)@who.eop.gov)

(b)(6)

**Rigas, Laura**

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**Subject:** Meeting about Air and Space Event  
**Location:** We will call Juliette at 202-557-1662  
  
**Start:** Wednesday, March 15, 2017 1:30 PM  
**End:** Wednesday, March 15, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Rizzo, Juliette; Holden, Ronald



**Subject:** DCA/HPN  
**Location:** Washington (DCA) 07:12PM local time  
  
**Start:** Thursday, March 16, 2017 7:12 PM  
**End:** Thursday, March 16, 2017 8:35 PM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

AA OPERATED BY TRANS STATES AS AMERICAN EAGLE Flight 4331 Depart: DCA - Washington on Thu 16 Mar 2017 at 07:12PM Arrive: HPN - Westchester County on Thu 16 Mar 2017 at 08:35PM  
Booking Code: M Traveler Information: STAN BUCHESKY - Coach - 17A Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
  
**Start:** Monday, March 20, 2017 7:00 AM  
**End:** Monday, March 20, 2017 8:28 AM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

#### ITINERARY

##### AA Flight 2123

Depart: LGA - New York on Mon 20 Mar 2017 at 07:00AM Arrive: DCA - Washington on Mon 20 Mar 2017 at 08:28AM Booking Code: D Traveler Information: STAN BUCHESKY - First - 3D Check in at <https://www.aa.com> within 24 hours of departure.

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Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
  
**Start:** Monday, March 20, 2017 7:00 AM  
**End:** Monday, March 20, 2017 8:28 AM  
  
**Recurrence:** (none)  
  
**Organizer:** americanairlines@aa.com

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Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>



**Buchesky, Stanley**

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**Subject:** Travel time

**Start:** Wednesday, March 15, 2017 4:00 PM

**End:** Wednesday, March 15, 2017 4:45 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Travel time

**Start:** Thursday, March 16, 2017 5:00 PM

**End:** Thursday, March 16, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

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**Subject:** Brookings call

**Start:** Tuesday, March 14, 2017 2:00 PM

**End:** Tuesday, March 14, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Jones, Amy**

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**Subject:** Review Non-Career Staff Analysis  
**Location:** Stanley's Office  
  
**Start:** Wednesday, March 15, 2017 10:00 AM  
**End:** Wednesday, March 15, 2017 10:50 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Jones, Amy  
**Required Attendees:** Buchesky, Stanley

**Jones, Amy**

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**Subject:** Review Non-Career Staff Analysis  
**Location:** Stanley's Office  
  
**Start:** Wednesday, March 15, 2017 10:00 AM  
**End:** Wednesday, March 15, 2017 10:50 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Jones, Amy  
**Required Attendees:** Buchesky, Stanley  
  
**Attachments:** IPAs and Fellowships with Salary-Costs-Expenses 3-15-17  
DRAFT ALJ.xlsx

Name	POC	Date Effective	Noa 1	NTE date
<b>1. Teacher Ambassador Fellowships (TAFs) - 10 Positions</b>				
ARABO, MELODY	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
BALDWIN, ANNA E	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
BARNEY, AMANDA F	OCO	8/4/2016	171	EXC APPT NTE 08-15-17

CADET, JEAN-PAUL J	OCO	8/4/2016	171	EXC APPT NTE 08-15-17
EVERETT JR., ARTHUR M	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
JOHNSTON, STACEY D	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
KELLY, PATRICK	OCO	8/4/2016	171	EXC APPT NTE 08-17-17
MCCOMB, SEAN M	OCO	8/15/2016	171	EXC APPT NTE 08-17-17

MCKNIGHT, MONIFA	OCO	8/15/2016	171	EXT OF APPT NTE 08-17-17
NERENBERG, DANA LEIGH	OCO	8/1/2016	171	EXC APPT NTE 08-11-17

## 2. Education Pioneer Fellowships (EPFs) - 6 Positions

ALFUTH, JONATHAN	OUS	10/17/2016	171	EXC APPT NTE 10-17-2017
BEARDEN, SUSAN M	OS	7/25/2016	171	EXC APPT NTE 07-26-2017
JIBRIL, FATIMA	OS	6/29/2016	171	6/30/2017
PUGH, JACQUELINE	OS	5/29/2016	171	5/30/2017
VANN, ANGELA D	OS	7/25/2016	171	EXC APPT NTE 07-26-2017
WOODALL, CASANDRA RENE	OS	9/18/2016	171	EXC APPT NTE 09-20-2017

## 3. Leadership for Education Equity (LEE) Public Policy Fellowships - 1 Position

MURPHY, HOANG	OS	10/26/2016	171	EXC APPT NTE 7/26/2017
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## 4. Presidential Management Fellowships (PMFs) - 7 Positions

GERVASIO, GABRIELLA	OESE			
HORNER-SMITH, MILDRED	OESE	10/16/2016		2/21/2017
MAGGITT, JESSE	FSA	3/6/2017		



MARIANETTI, JADON	OS	10/18/2017	1/03/2017	EXT OF APPT NTE 2-14-17
METZGER, IVAN	OPEPD			
SUH, JOSEPH	OESE			
WARNER, JULIE	OPEPD	1/3/2017		<del>MOU NTE 5/1/2017</del> Employee to RETURN to OPEPD by 4/1/2017

#### 5. White House Fellowships (WHFs) - 1 Position

MORGAN, WARREN	??	??		??
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#### 6. Recent Graduates Pathways Program (RGPs) - 31 Positions

		EFF DATE	OCC Series	NTE DATE
ACEBEY, MARIA A.	FSA		343	
BATTELINI, REBECCA S.	FSA		343	
BREVARD, PHALECE S.	FSA		343	
BRYANT, ZENOVIA	FSA		343	
CLARK, NITA A.	FSA		343	
COLE, DEANICA A.	FSA		343	
DVORSCAK, NICHOLAS G.	FSA		343	
FAROOQ, MANAL U.	FSA		343	
GARNER, DELANE A.	FSA		343	
GROOMES, IVORY J.	FSA		343	

HWANG, ALIEN	FSA		343	
JENKINS, CHARLES B.	FSA		343	
JOHNSON, MIA	FSA		343	
LEE, SHAHANGA N.	FSA		343	
LEWIS, MARY	FSA		343	
MAC, HENRY	FSA		343	
MCCLAIN, SASHA-LORIE J.	FSA		343	
NORRIS, ROBERT L. JR.	FSA		343	
ODEYALE, ELANI	FSA		343	
PEREZ, MARCOS	FSA		343	
PINKHAM, CAITLIN	FSA		343	
RICHARDS, VERA	FSA		343	
ROMO, RAUL	FSA		343	
SHULER, ASHLEY	FSA		343	
SMITH, VERNON	FSA		343	
SPANN, BRENDON J.	FSA		343	
SUTHERLAND, JOEL V.	FSA		343	
THOMAS, ASHLEE	FSA		343	
BENNETT, JAMES CORNELIUS	OIG		511	
FERN, BRIAN ANTHONY	OIG		511	
GAN, NATHAN SER CHONG	OIG		511	

#### 7. Future Farmers of America Fellowships (FFAFs) - 2 Positions

EDDY, MATTHEW	OCTAE	8/8/2016	171	EXT OF APPT NTE 06-30-17
ULMER, JONATHAN	OCTAE	8/8/2016	171	EXC APPT NTE 06-30-17

**8. ConnectED Fellowships (CEFs) - 2 Positions**

PETERS, KRISTINA M.	OS	4/17/2016	171	EXC APPT NTE 04-11-17
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STOKES-BEVERLY, CHRISTINE	OET	9/8/2016	171	EXC APPT NTE 08-18-17
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**9. IPA Privacy Fellowship (IPAPF) - 1 Position**

KLOEK, SARA	OCPO	9/6/2016	171	EXC APPT NTE 09-05-2017
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**10. MOU Detail (MOUDs) - 8 Positions**

Didomenico, Michael	FSA	10/13/2016		EXT OF APPT NTE 3-13-17
Boivin, Sharon	IES	12/12/2016		EXT OF APPT NTE 04-10-17

Downey, David	ODS	11/21/2016		EXT OF APPT NTE 3-20-17
Gelobter, Lisa	ODS	1/23/2017		EXT OF APPT NTE 5-22-17

Gorodetzky, Ron	ODS	1/23/2017		EXT OF APPT NTE 5-22-17
Holmes, David	ODS	1/23/2017		EXT OF APPT NTE 5-22-17

Potter, Mary	OPEPD	2/1/2017		EXT OF APPT NTE 3-24-17
Lee, Rebecca	OUS	12/12/2016		EXT OF APPT NTE 04-11-17



Reason for the IPA or detail
<p>The goal of the Teaching Ambassador Fellowship is to support the Department's mission by providing the opportunity for a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and in turn to facilitate similar discussion with educators across the country. The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education.</p>
<p>The goal of the Teaching Ambassador Fellowship is to support the Department's mission by providing the opportunity for a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and in turn to facilitate similar discussion with educators across the country. The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education.</p>
<p>As a Washington Teaching Ambassador fellow, this individual will add a critical teacher perspective and help the Department to more effectively share information about education policy and public resources with the field. The field includes teachers throughout the United States, faculty and staff of schools and districts, state education agencies, private and non-profit, education groups, and other interested parties in matters related to teachers and public education. This position will serve to improve students' education by involving teachers in national education policy. Teaching Fellows will do this by working to create a community of teacher leaders who share expertise, learn from, and collaborate with policymakers on national education issues; involve teachers in developing policies that affect the classroom; and expand teacher leadership at the national, state, and local levels.</p>

As a Washington Principal Ambassador Fellow, this individual will add a critical school-level perspective and help the Department to more effectively share information about education policy and public resources with the field. The field includes principals and other key school and district stakeholders throughout the United States, faculty and staff of schools and districts, state education agencies, private and non-profit education groups, and other interested parties in matters related to teachers and public education. This position will serve to improve students' education by involving principals in national education policy. Principal Ambassador Fellows assist the Department to recognize the importance and impact of principals in schools on instructional leadership, talent management, and community culture; improve education programs and policies by strengthening the connection to practical knowledge about school realities to find a better way to recruit, prepare, develop, and retain effective school leaders; and to highlight the voice of principals with the education community and country at large.

The goal of the Teaching Ambassador Fellowship is to support the Department's mission by providing the opportunity for a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and in turn to facilitate similar discussion with educators across the country. The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education.

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Serves as a Classroom Teaching Ambassador Fellow, helping the Department to more effectively share information about education policy and public resources and brings this critical perspective to the Department's work directly with the field. The field includes teachers throughout the United States, faculty and staff of schools and districts, state education agencies, private and on-profit education groups, and other interested parties in matters related to teachers and public education.

Serves as a Classroom Teaching Ambassador Fellow, helping the Department to more effectively share information about education policy and public resources and brings this critical perspective to the Department's work directly with the field. The field includes teachers throughout the United States, faculty and staff of schools and districts, state education agencies, private and on-profit education groups, and other interested parties in matters related to teachers and public education.

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3/7-Received name from Education Pioneers - Requested info from Mitch (est. costs \$112,500)
3/7-Received name from Education Pioneers - Requested info from Mitch (est. costs \$120,500)
ion
NTE 9 MONTHS (Can be extended for up to 3 months with maximum term of 52 weeks.)



**3/7-Requested contract/financial info from Mitch**

1. Assisting with the design, implementation, and analysis of behaviorally designed pilot programs that result in the identification of effective ways to communicate with customers.
2. Advising FSA staff on the design and methods for email campaigns and other programs.
3. Advising FSA staff on behavioral insights that can be incorporated into messaging for students and borrowers.
4. Documenting the design, methods, and results of analytical efforts.

**Terminated MOU on 3/1/2017 - Warner to return to ED by 4/1/2017** 1) Work with the Senior Education Policy Advisor/Deputy Legislative Director and the Senator to formulate positions on education issues.  
2) Meet with constituents, special interest groups, other Senate and House offices, and federal agencies on

Warren Morgan served as the Academic Superintendent for Cleveland Metropolitan School District's turnaround (investment) schools. In this role he led principals in common core instructional leadership and collaborated with stakeholders to ensure the fidelity of the Cleveland Plan, which seeks quality schools for Cleveland students. Under his leadership, schools achieved significant gains in literacy and attendance, outperformed the district's graduation rate, and decreased suspensions. Prior to working in education, he worked for the Illinois Senate as a Bill Analyst. After working in public policy, he joined Teach for America as a Science teacher in St. Louis, MO. He then served as a high school principal with Chicago Public Schools where dramatically improved the school's performance from a level 3 probation status for the first time in nearly 20 years. In 2009, Warren was awarded Outstanding Teacher of the Year. Warren is a member of Alpha Phi Alpha Fraternity, Inc. He received a B.A. in Psychology from Butler University, where he served as student body president and was selected a Butler Top 10 student; an M.Ed. in Educational Administration from the University of Missouri St. Louis; and an Ed.D. in Urban Education Leadership

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1. Preparing for and attend four official board meetings annually, including one during the National FFA Convention & Expo.
2. Participating in conference calls scheduled as needed.
3. Attending the annual National FFA Convention & Expo in the fall and participate in activities as assigned by the chair.
4. Receiving, reviewing and responding to official correspondence from the board chair or staff regarding board-related matters.
5. Serving on board committees as assigned by the chair.
6. Representing the interests of the stakeholders.
7. Monitoring the operations to ensure compliance with policies and results are being accomplished.
8. Soliciting input and participation from other independent organizations.
9. Developing policies that guide the operations and strategic direction of the organization.

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2. Participating in conference calls scheduled as needed.
3. Attending the annual National FFA Convention & Expo in the fall and participate in activities as assigned by the chair.
4. Receiving, reviewing and responding to official correspondence from the board chair or staff regarding board-related matters.
5. Serving on board committees as assigned by the chair.
6. Representing the interests of the stakeholders.
7. Monitoring the operations to ensure compliance with policies and results are being accomplished.
8. Soliciting input and participation from other independent organizations.

As an Open Education Advisor, Ms. Peters will perform the following duties:

- \*Support an existing national OER initiative that aims to dramatically increase the use of OER resources in K-12 classrooms as part of the President's ConnectED Initiative by conducting studies and analyses of the use of OER in K-12 classrooms and providing recommendations for how to increase the effectiveness of the Department's outreach.
- \* Identify activities currently in progress that overlap or aim for similar outcomes. Explore ways in which existing activities could be coordinated to achieve a larger outcome by combining forces.
- \* Support a network of districts and states to become OER ambassadors.
- \*Support efforts to expand awareness of OER and increase the number of #GoOpen Launch districts and #GoOpen Ambassador Districts nationwide.
- \*Design, develop and deliver training workshops (both online and face-to-face) to curate and share existing OER resources and provide hands-on coaching to educators in the use of OER in their classrooms, building their professional capacity.

The Nebraska Department of Education (NDE) and/or Kristina Peters will assign to the U.S. Department of Education



Ms. Christine Stokes-Beverley will serve as a ConnectED Fellow in the Office of the Secretary reporting to the Deputy Director of the Office of Educational Technology. She will participate in the update of the National Educational Technology Plan, including:

- Updating the National Ed Tech Plan 2016, including selecting examples from the NETP 16 that need to be updated, identifying key concepts that need illustrative examples and calling on experts inside and outside of ED to supply fresh examples aligned with identified concepts;
- Crafting outreach efforts in relation to the dissemination of the updated NETP to dramatically increase its practical impact;
- Supporting OET in teacher preparation efforts, including coordinating a fall convening and the publication of an OET teacher preparation brief;
- Reviewing and updating OET's Professional Development Toolkit;
- Leading Future Ready/ConnectED teacher outreach and technical assistance efforts, including the creation of Teacher-facing toolkits developed by partner organizations;
- Supporting Future Ready regional summit s; and
- Supporting other OET initiatives as needed.

As an OPCO Privacy Fellow, Ms. Kloeck's primary duties and responsibilities will include:

- Providing advice and guidance to OCPO staff and senior leaders within the Department on issues relating to the privacy, security, collection, use, and maintenance of student data;
- Providing technical assistance to state departments of education, school districts, and other members of the education community on student privacy issues relating to the use of student data systems and education technology;
- Developing Departmental policies (sometimes in conjunction with other agencies) relating to student privacy;
- Developing guidance documents and technical assistance resources to assist the field on issues relating to the design and use of education technology and student data systems;
- Helping ED officials analyze proposed legislative changes relating to student privacy; and
- Engaging stakeholders in the field on issues relating to student privacy.

• **Support Project Management Specialist in the Broad Agency Announcement (BAA) process.** This might include: providing feedback to the projects' scopes of work, supporting the Youth Working Group to systematize lessons learned from the BAA process, and supporting the reporting process on the BAA to relevant stake holders and to USAID Washington.

- Draft documents needed to exercise the option period of the education project centered on youth educational development following guidelines from USAID/Guatemala's contracts office.
- Consolidate results and plans of education activities for the Mission's planning and reporting documents.
- Prepare inputs for internal and external reporting meetings and presentations of the education portfolio.
- Prepare inputs to develop an options paper for a new project design for basic education.
- Others tasks related to the day to day work: represent the education portfolio, participate in coordination

The Detailee currently serves as a **Mathematical Statistician** in the Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Cross Sectional Services Branch (CSSB). During the detail, the Detailee will assist with carrying out activities related to the work of the Commission on Evidence-Based Policymaking ("Commission") authorized by P.L. 114-140, including matters related to policy development and research. As a Senior Research and Policy Analyst for the Commission, the Detailee will have three major areas of responsibility: 1) research—identifying state, federal, and international models of the linkage of administrative, program, and statistical data for evidence building; understanding resource and technology needs for data linkages; and developing and conducting a survey of federal statistical agencies about their needs and capacity for data linkage; 2) expert support—providing substantive support to Commission meetings and public hearings; writing briefing papers on meeting topics and summarizing testimony; and 3) report writing—serving on the team that will develop, edit, and finalize the content of the Commission's report to the President and Congress. Dr. Boivin will also identify



As a **Financial Management Leadership Program Fellow**, the employee will be serving on the Financial Integrity and Risk Management Branch developing policy on improper payments among other issues. He will lead government-wide priority initiatives, conduct regular outreach to a variety of Federal and non-Federal stakeholders, analyze data, draft Executive policies and legislation, coordinate interagency reform initiatives, and assess agency performance toward Executive branch goals related to his chosen track.

He will also be responsible for:

- Analyzing data, law, and policy, and recommending courses of action;
- Drafting and editing memos, spreadsheets, charts, and other documents for OMB and potentially other White House offices;
- Representing OMB at interagency leadership meetings;
- Meeting with members of the recipient community, including states, local and tribal governments, universities, and nonprofit organizations;
- Meeting with Members of Congress and their staff; and
- Collaborating with other offices within OMB and the Executive Office of the President on issues such as e-government, financial management, Executive priorities, and agency budgets.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Ms. Gelobter will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Mr. Gorodetzky will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Mr. Holmes will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED to develop and finalize its first Department-wide policy directive on data management for program (non- statistical) data. This high-level policy will be the overarching framework for ongoing data asset standardization. Ms. Potter will ensure that the policy supports the business goals of the organization.
2. Undertake a lead role in strategically aligning ED with best practices across the Federal Government in writing a business case to establish a senior level Data Management Office, headed by a Chief Data Officer. This business case will take into consideration the current practices and broad data needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on next steps for data standardization, data policy, and data quality. In this capacity, she will provide guidance in identifying and, defining data management requirements. This will give insight to senior leadership for integrating new technology or new initiatives into data standards and structures. This series of recommendations will address how ED should best move forward in the current information age.
4. Lead agency-wide efforts to formalize the ED Data Inventory by developing a plan for the next steps in development of the inventory tools and an implementation plan with program offices and developing a process to synchronize with ED's Data Landing page. To advance this effort she will analyze barriers and play a lead role in gaining buy-in from the program office components.

The following will be her duties: Respond to inquiries from the media.

Write and edit news releases, original articles and material for public dissemination.

Draft and edit talking points, statements, blog posts and articles on behalf of EEOC policy officials.

Assist in coordinating social media content, design and presentation, including campaigns.

Assist in developing messages called for in EEOC's Communication and Outreach Plan:

- a. National message that expresses EEOC's role and impact in a few short, easily understood and remembered phrases.
- b. The laws EEOC enforces.
- c. Vital efforts under agency's Strategic Enforcement Plan.
- d. Significant agency work in other critical areas affecting equal employment opportunity.



AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Fellow Salary	Monthly Benefits Paid
OCO	ARABO, MELODY	Education Program Specialist	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/11/2017	New	\$85,609	GS-13 Step 1		\$93,737 /yr (~\$45/hr)	20-40	\$900 - \$1800	n/a

OCO	BALDWIN, ANNA E	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$58,526	GS-13 Step 1	\$28,288	\$40.46/hr	20-40	\$809 - \$1618	n/a
OCO	BARNEY, AMANDA F	Education Program Specialist (Full Time)	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/15/2017	New	\$121,366	GS-13 Step 10	\$178,208		FULL-TIME	\$10,114	Estimated at \$1789.43 /mos (Invoiced to William Doyle at ED)

OCO	CADET, JEAN-PAUL J	Education Program Specialist (Full Time)	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/15/2017	New	\$136,115	n/a - paying 100% of salary, benefits, and employer's portion of benefits.	\$155,124		FULL-TIME	\$11,343	\$1,416.09 /mos (Invoiced to EMS/Budget Team) (\$16,993/yr)
OCO	EVERETT JR., ARTHUR M	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$85,793	GS-13 Step 1		\$45.72/hr	20-40	\$914 - \$1829	n/a

OCO	JOHNSTON, STACEY D	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$57,109	GS-13 Step 1		\$40.53/hr	20-40	\$811 -\$1621	n/a
OCO	KELLY, PATRICK	Education Program Specialist	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/11/2015 8/1/2016	7/26/2016 8/15/2017	Modification / Extension	\$68,190	GS-13 Step 1	\$131,163	\$68,190 /yr (\$5,683 / mos)	FULL-TIME	\$5,683	\$908.26/mos (Invoiced to William Doyle at ED)

OCO	MCCOMB, SEAN M	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms			New	\$73,643	GS-13 Step 1		\$44.15/hr	20-40	\$883 - \$1766	n/a
OCO	MCKNIGHT, MONIFA	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$146,681	GS-14 Step 1		\$52.17/hr	20-40	\$1043-\$2086	n/a



OCO	NERENBERG, DANA LEIGH	Education Program Specialist Part- time Intermittent	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/22016	8/15/2017	New	\$112,614	GS-14 Step 1		\$50.46/hr	10-20	\$505-\$1010	n/a
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Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.	\$2,398	\$ 480	\$900 - \$1800	Walled Lake, MI	Teacher	Excepted service appointment as a GS-13 with an intermittent work schedule; salary will be hourly, based on the number of hours worked.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$809 - \$1618	Arlee, MT	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.
Up to \$1200/mos OR cost of actual lodging whichever is LESS.	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$13,103	Cutchogue, NY	Staff Developer	The Fellow's benefits may be adjusted to reflect applicable increases, if any are accrued to Mattituck Jr.-Sr. High School

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$12,759	Upper Marlboro, MD	Principal	The Fellow's benefits may be adjusted to reflect applicable increases.
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$914 - \$1829	Brooklyn, NY	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$811 -\$1621	Las Vegas, NV	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.
Up to \$1200/mos OR cost of actual lodging whichever is LESS.	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$6,591	Columbia, SC	Lead Teacher	The Fellow's benefits may be adjusted to reflect applicable increases. The fellow will earn leave under the Dept. of Ed's policies. The Department will NOT reimburse MOVING EXPENSES.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$883 - \$1766	Dundalk, MD	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month, <b>up to a maximum of 480 hours for the duration of this IPA.</b>
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$1043-\$2086	Gaithersburg, MD	Dir, Secondary Leadership Development Pgm	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$505-\$1010	Portland, OR	Principal	The rate of basic pay will be adjusted to reflect applicable cost of living increases.
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**State or Local Gov Agency**

Continue to pay Fellow their std salary & employer's share of their benefits.



Continue to pay Fellow their std salary & employer's share of their benefits.

Fellow is on leave-without-pay... Dept of ED will be paying 100% of salary including benefits, housing, etc.

Fellow is on a sabbatical and Oxon Hill High School will continue to pay salary/benefits BUT **Dept of ED will reimburse PGCPs 100% of the salary AND the employer's portion of the Fellow's benefits.**

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

Un-paid LEAVE???

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OUS	ALFUTH, JONATHAN			#####	#####	New			\$84,981				
OS	BEARDEN, SUSAN M			7/25/2016	7/26/2017	New			\$118,171				
OS	JIBRIL, FATIMA	Program Specialist PD		6/29/2016	6/30/2017	New		GS-301-13	\$112,465				
OS	PUGH, JACQUELINE	Program Specialist PD		5/29/2016	5/30/2017	New		GS-301-13	\$120,414				
OS	VANN, ANGELA D			7/25/2016	7/26/2017	New			\$119,430				
OS	WOODALL, CASANDRA RENE			9/8/2016	9/20/2017	New			\$98,268				

Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency

State or Local Gov Agency



AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS	MURPHY, HOANG			10/26/2016	7/26/2017	New			\$18,000				

Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	???	???					

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OESE	GERVASIO, GABRIELLA												
OESE	HORNER-SMITH, MILDRED			#####	2/13/2017								
FSA	MAGGITT, JESSE												
OS	MARIANETTI, JADON				2/14/2017? Changed?? ?			GS-12					
OPEPD	METZGER, IVAN												
OESE	SUH, JOSEPH												
OPEPD	WARNER, JULIE			1/3/2017	MOU NTE 5/1/2017 Employee to RETURN to OPEPD by 4/1/2017								

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	EST Total Annual Salary / Benefits	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS ??	MORGAN, WARREN												

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions



State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/Modification/Extension	State or Local Annual Salary	Federal Rate of Basic Pay/Grade	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month
FSA	ACEBEY, MARIA A	MANAGEMENT AND PROGRAM ANALYST						7			
FSA	BATTELINI, REBECCA S.	MANAGEMENT & PROG ANALYST						9			

Estimated Monthly Salary	Monthly Benefits Paid	Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid	Monthly Housing Paid
OCTAE	EDDY, MATTHEW			8/8/2016	6/30/2017			N/A					
OCTAE	ULMER, JONATHAN			8/8/2016	6/30/2017			N/A					

Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency
Paid by FFA							
Paid by FFA							

State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS	PETERS, KRISTINA M.			4/17/2016	4/11/2017				\$96,600				
OET	STOKES-BEVERLY, CHRISTINE			9/8/2016	8/8/2017				\$193,126				



Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	Paid by FFA						
	Paid by FFA						

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/Modification/Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OCPO	KLOEK, SARA	OCPO Senior Privacy and Technology Fellow	Kathleen Styles, Chief Privacy Officer	9/6/2016	9/5/2017	New		Need from Mitch...	Need from Mitch...				

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	Travel, transportation, and related allowances associated with the assignment will be paid						

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
FSA	Didomenico, Michael	Broad Agency Announcement (BAA) Process		#####	3/13/2017								
IES	Boivin, Sharon	Math Statistician		#####	4/10/2017								

Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency



Name	POC	Date Effective	Noa 1	NTE date	Reason for the IPA or detail	
DHANDA, AMAN	OCO	8/16/2016	760	EXT OF APPT NTE 01-20-17 <b>Separation Date: 1/20/2017</b>	The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education. Washington Fellows are placed in offices within the Department	
DING, YUANXIA	OUS	6/29/2016	171	<del>EXC APPT NTE 06-29-17</del> <b>Separation Date: 1/20/2017</b>	Ms. Ding will provide advice to the Office of the Under Secretary on overall project management skills and the Department's innovation agenda. She will conduct the research to assist in reviewing the experimental sites on innovative ways to apply for financial aid. She will write a white paper that	
KWON, BONNIE	OUS	10/26/2015	171	<del>EXC APPT NTE 05-31-17</del> <b>Separation Date: 1/20/2017</b>	The employee will help oversee WHIAAPI's Regional Network, and will focus on activities designed to improve the overall health and well-being of the AAPI community. She will (1) maintain positive relationships with a diverse group of stakeholders, and plan and organize AAPI events to promote awareness and access to Federal programs.	
CHURCHWELL, NIKKI K	OPEPD	11/22/2016	760	<del>EXT OF APPT NTE 01-19-2017</del> <b>CONVERTED TO CAREER</b>	Ms.Churchwell will assist in the development of a data management system for PPSS and will train PPSS staff to use this system effectively and efficiently. A new PPSS director joined OPEPD earlier this year and is working on increasing the responsiveness and efficiency of the organization.	
NAME	POC	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/Modification/Extension
DHANDA, AMAN	OCO	<b>Separated</b>	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms		1/20/2017	

State or Local Annual Salary	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Fellow Salary	Monthly Benefits Paid	Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average

Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency	State or Local Gov Agency

**Jones, Amy**

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**Subject:** Review Non-Career Staff Analysis  
**Location:** Stanley's Office  
  
**Start:** Wednesday, March 15, 2017 10:00 AM  
**End:** Wednesday, March 15, 2017 10:50 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Jones, Amy  
**Required Attendees:** Buchesky, Stanley  
  
**Attachments:** IPAs and Fellowships with Salary-Costs-Expenses 3-15-17  
DRAFT ALJ.xlsx

Name	POC	Date Effective	Noa 1	NTE date
<b>1. Teacher Ambassador Fellowships (TAFs) - 10 Positions</b>				
ARABO, MELODY	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
BALDWIN, ANNA E	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
BARNEY, AMANDA F	OCO	8/4/2016	171	EXC APPT NTE 08-15-17

CADET, JEAN-PAUL J	OCO	8/4/2016	171	EXC APPT NTE 08-15-17
EVERETT JR., ARTHUR M	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
JOHNSTON, STACEY D	OCO	8/15/2016	171	EXC APPT NTE 08-17-17
KELLY, PATRICK	OCO	8/4/2016	171	EXC APPT NTE 08-17-17
MCCOMB, SEAN M	OCO	8/15/2016	171	EXC APPT NTE 08-17-17



MCKNIGHT, MONIFA	OCO	8/15/2016	171	EXT OF APPT NTE 08-17-17
NERENBERG, DANA LEIGH	OCO	8/1/2016	171	EXC APPT NTE 08-11-17

## 2. Education Pioneer Fellowships (EPFs) - 6 Positions

ALFUTH, JONATHAN	OUS	10/17/2016	171	EXC APPT NTE 10-17-2017
BEARDEN, SUSAN M	OS	7/25/2016	171	EXC APPT NTE 07-26-2017
JIBRIL, FATIMA	OS	6/29/2016	171	6/30/2017
PUGH, JACQUELINE	OS	5/29/2016	171	5/30/2017
VANN, ANGELA D	OS	7/25/2016	171	EXC APPT NTE 07-26-2017
WOODALL, CASANDRA RENE	OS	9/18/2016	171	EXC APPT NTE 09-20-2017

## 3. Leadership for Education Equity (LEE) Public Policy Fellowships - 1 Position

MURPHY, HOANG	OS	10/26/2016	171	EXC APPT NTE 7/26/2017
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## 4. Presidential Management Fellowships (PMFs) - 7 Positions

GERVASIO, GABRIELLA	OESE			
HORNER-SMITH, MILDRED	OESE	10/16/2016		2/21/2017
MAGGITT, JESSE	FSA	3/6/2017		

MARIANETTI, JADON	OS	10/18/2017	1/03/2017	EXT OF APPT NTE 2-14-17
METZGER, IVAN	OPEPD			
SUH, JOSEPH	OESE			
WARNER, JULIE	OPEPD	1/3/2017		<del>MOU NTE 5/1/2017</del> Employee to RETURN to OPEPD by 4/1/2017

#### 5. White House Fellowships (WHFs) - 1 Position

MORGAN, WARREN	??	??		??
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#### 6. Recent Graduates Pathways Program (RGPs) - 31 Positions

		EFF DATE	OCC Series	NTE DATE
ACEBEY, MARIA A	FSA		343	
BATTELINI, REBECCA S.	FSA		343	
BREVARD, PHALECE S.	FSA		343	
BRYANT, ZENOVIA	FSA		343	
CLARK, NITA A.	FSA		343	
COLE, DEANICA A.	FSA		343	
DVORSCAK, NICHOLAS G.	FSA		343	
FAROOQ, MANAL U.	FSA		343	
GARNER, DELANE A.	FSA		343	
GROOMES, IVORY J.	FSA		343	



HWANG, ALIEEN	FSA		343	
JENKINS, CHARLES B.	FSA		343	
JOHNSON, MIA	FSA		343	
LEE, SHAHANGA N.	FSA		343	
LEWIS, MARY	FSA		343	
MAC, HENRY	FSA		343	
MCCLAIN, SASHA-LORIE NE J.	FSA		343	
NORRIS, ROBERT L. JR.	FSA		343	
ODEYALE, ELANI	FSA		343	
PEREZ, MARCOS	FSA		343	
PINKHAM, CAITLIN	FSA		343	
RICHARDS, VERA	FSA		343	
ROMO, RAUL	FSA		343	
SHULER, ASHLEY	FSA		343	
SMITH, VERNON	FSA		343	
SPANN, BRENDON J.	FSA		343	
SUTHERLAND, JOEL V.	FSA		343	
THOMAS, ASHLEE	FSA		343	
BENNETT, JAMES CORNELIUS	OIG		511	
FERN, BRIAN ANTHONY	OIG		511	
GAN, NATHAN SER CHONG	OIG		511	

#### 7. Future Farmers of America Fellowships (FFAFs) - 2 Positions

EDDY, MATTHEW	OCTAE	8/8/2016	171	EXT OF APPT NTE 06-30-17
ULMER, JONATHAN	OCTAE	8/8/2016	171	EXC APPT NTE 06-30-17

**8. ConnectED Fellowships (CEFs) - 2 Positions**

PETERS, KRISTINA M.	OS	4/17/2016	171	EXC APPT NTE 04-11-17
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STOKES-BEVERLY, CHRISTINE	OET	9/8/2016	171	EXC APPT NTE 08-18-17
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**9. IPA Privacy Fellowship (IPAPF) - 1 Position**

KLOEK, SARA	OCPO	9/6/2016	171	EXC APPT NTE 09-05-2017
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**10. MOU Detail (MOUDs) - 8 Positions**

Didomenico, Michael	FSA	10/13/2016		EXT OF APPT NTE 3-13-17
Boivin, Sharon	IES	12/12/2016		EXT OF APPT NTE 04-10-17

Downey, David	ODS	11/21/2016		EXT OF APPT NTE 3-20-17
Gelobter, Lisa	ODS	1/23/2017		EXT OF APPT NTE 5-22-17

Gorodetzky, Ron	ODS	1/23/2017		EXT OF APPT NTE 5-22-17
Holmes, David	ODS	1/23/2017		EXT OF APPT NTE 5-22-17

Potter, Mary	OPEPD	2/1/2017		EXT OF APPT NTE 3-24-17
Lee, Rebecca	OUS	12/12/2016		EXT OF APPT NTE 04-11-17

Reason for the IPA or detail
<p>The goal of the Teaching Ambassador Fellowship is to support the Department's mission by providing the opportunity for a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and in turn to facilitate similar discussion with educators across the country. The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education.</p>
<p>The goal of the Teaching Ambassador Fellowship is to support the Department's mission by providing the opportunity for a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and in turn to facilitate similar discussion with educators across the country. The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education.</p>
<p>As a Washington Teaching Ambassador fellow, this individual will add a critical teacher perspective and help the Department to more effectively share information about education policy and public resources with the field. The field includes teachers throughout the United States, faculty and staff of schools and districts, state education agencies, private and non-profit, education groups, and other interested parties in matters related to teachers and public education. This position will serve to improve students' education by involving teachers in national education policy. Teaching Fellows will do this by working to create a community of teacher leaders who share expertise, learn from, and collaborate with policymakers on national education issues; involve teachers in developing policies that affect the classroom; and expand teacher leadership at the national, state, and local levels.</p>



As a Washington Principal Ambassador Fellow, this individual will add a critical school-level perspective and help the Department to more effectively share information about education policy and public resources with the field. The field includes principals and other key school and district stakeholders throughout the United States, faculty and staff of schools and districts, state education agencies, private and non-profit education groups, and other interested parties in matters related to teachers and public education. This position will serve to improve students' education by involving principals in national education policy. Principal Ambassador Fellows assist the Department to recognize the importance and impact of principals in schools on instructional leadership, talent management, and community culture; improve education programs and policies by strengthening the connection to practical knowledge about school realities to find a better way to recruit, prepare, develop, and retain effective school leaders; and to highlight the voice of principals with the education community and country at large.

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Serves as a Classroom Teaching Ambassador Fellow, helping the Department to more effectively share information about education policy and public resources and brings this critical perspective to the Department's work directly with the field. The field includes teachers throughout the United States, faculty and staff of schools and districts, state education agencies, private and on-profit education groups, and other interested parties in matters related to teachers and public education.

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3/7-Received name from Education Pioneers - Requested info from Mitch (est. costs \$112,500)
3/7-Received name from Education Pioneers - Requested info from Mitch (est. costs \$120,500)
ion
NTE 9 MONTHS (Can be extended for up to 3 months with maximum term of 52 weeks.)

**3/7-Requested contract/financial info from Mitch**

1. Assisting with the design, implementation, and analysis of behaviorally designed pilot programs that result in the identification of effective ways to communicate with customers.
2. Advising FSA staff on the design and methods for email campaigns and other programs.
3. Advising FSA staff on behavioral insights that can be incorporated into messaging for students and borrowers.
4. Documenting the design, methods, and results of analytical efforts.

**Terminated MOU on 3/1/2017 - Warner to return to ED by 4/1/2017** 1) Work with the Senior Education Policy Advisor/Deputy Legislative Director and the Senator to formulate positions on education issues.  
2) Meet with constituents, special interest groups, other Senate and House offices, and federal agencies on

Warren Morgan served as the Academic Superintendent for Cleveland Metropolitan School District's turnaround (investment) schools. In this role he led principals in common core instructional leadership and collaborated with stakeholders to ensure the fidelity of the Cleveland Plan, which seeks quality schools for Cleveland students. Under his leadership, schools achieved significant gains in literacy and attendance, outperformed the district's graduation rate, and decreased suspensions. Prior to working in education, he worked for the Illinois Senate as a Bill Analyst. After working in public policy, he joined Teach for America as a Science teacher in St. Louis, MO. He then served as a high school principal with Chicago Public Schools where dramatically improved the school's performance from a level 3 probation status for the first time in nearly 20 years. In 2009, Warren was awarded Outstanding Teacher of the Year. Warren is a member of Alpha Phi Alpha Fraternity, Inc. He received a B.A. in Psychology from Butler University, where he served as student body president and was selected a Butler Top 10 student; an M.Ed. in Educational Administration from the University of Missouri St. Louis; and an Ed.D. in Urban Education Leadership

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OVERSIGHT

[illegible]

1. Preparing for and attend four official board meetings annually, including one during the National FFA Convention & Expo.
2. Participating in conference calls scheduled as needed.
3. Attending the annual National FFA Convention & Expo in the fall and participate in activities as assigned by the chair.
4. Receiving, reviewing and responding to official correspondence from the board chair or staff regarding board-related matters.
5. Serving on board committees as assigned by the chair.
6. Representing the interests of the stakeholders.
7. Monitoring the operations to ensure compliance with policies and results are being accomplished.
8. Soliciting input and participation from other independent organizations.
9. Developing policies that guide the operations and strategic direction of the organization.

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6. Representing the interests of the stakeholders.
7. Monitoring the operations to ensure compliance with policies and results are being accomplished.
8. Soliciting input and participation from other independent organizations.

As an Open Education Advisor, Ms. Peters will perform the following duties:

- \*Support an existing national OER initiative that aims to dramatically increase the use of OER resources in K-12 classrooms as part of the President's ConnectED Initiative by conducting studies and analyses of the use of OER in K-12 classrooms and providing recommendations for how to increase the effectiveness of the Department's outreach.
- \* Identify activities currently in progress that overlap or aim for similar outcomes. Explore ways in which existing activities could be coordinated to achieve a larger outcome by combining forces.
- \* Support a network of districts and states to become OER ambassadors.
- \*Support efforts to expand awareness of OER and increase the number of #GoOpen Launch districts and #GoOpen Ambassador Districts nationwide.
- \*Design, develop and deliver training workshops (both online and face-to-face) to curate and share existing OER resources and provide hands-on coaching to educators in the use of OER in their classrooms, building their professional capacity.

The Nebraska Department of Education (NDE) and/or Kristina Peters will assign to the U.S. Department of Education



Ms. Christine Stokes-Beverley will serve as a ConnectED Fellow in the Office of the Secretary reporting to the Deputy Director of the Office of Educational Technology. She will participate in the update of the National Educational Technology Plan, including:

- Updating the National Ed Tech Plan 2016, including selecting examples from the NETP 16 that need to be updated, identifying key concepts that need illustrative examples and calling on experts inside and outside of ED to supply fresh examples aligned with identified concepts;
- Crafting outreach efforts in relation to the dissemination of the updated NETP to dramatically increase its practical impact;
- Supporting OET in teacher preparation efforts, including coordinating a fall convening and the publication of an OET teacher preparation brief;
- Reviewing and updating OET's Professional Development Toolkit;
- Leading Future Ready/ConnectED teacher outreach and technical assistance efforts, including the creation of Teacher-facing toolkits developed by partner organizations;
- Supporting Future Ready regional summit s; and
- Supporting other OET initiatives as needed.

As an OPCO Privacy Fellow, Ms. Kloeck's primary duties and responsibilities will include:

- Providing advice and guidance to OCPO staff and senior leaders within the Department on issues relating to the privacy, security, collection, use, and maintenance of student data;
- Providing technical assistance to state departments of education, school districts, and other members of the education community on student privacy issues relating to the use of student data systems and education technology;
- Developing Departmental policies (sometimes in conjunction with other agencies) relating to student privacy;
- Developing guidance documents and technical assistance resources to assist the field on issues relating to the design and use of education technology and student data systems;
- Helping ED officials analyze proposed legislative changes relating to student privacy; and
- Engaging stakeholders in the field on issues relating to student privacy.

• **Support Project Management Specialist in the Broad Agency Announcement (BAA) process.** This might include: providing feedback to the projects' scopes of work, supporting the Youth Working Group to systematize lessons learned from the BAA process, and supporting the reporting process on the BAA to relevant stake holders and to USAID Washington.

- Draft documents needed to exercise the option period of the education project centered on youth educational development following guidelines from USAID/Guatemala's contracts office.
- Consolidate results and plans of education activities for the Mission's planning and reporting documents.
- Prepare inputs for internal and external reporting meetings and presentations of the education portfolio.
- Prepare inputs to develop an options paper for a new project design for basic education.
- Others tasks related to the day to day work: represent the education portfolio, participate in coordination

The Detailee currently serves as a **Mathematical Statistician** in the Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Cross Sectional Services Branch (CSSB). During the detail, the Detailee will assist with carrying out activities related to the work of the Commission on Evidence-Based Policymaking ("Commission") authorized by P.L. 114-140, including matters related to policy development and research. As a Senior Research and Policy Analyst for the Commission, the Detailee will have three major areas of responsibility: 1) research—identifying state, federal, and international models of the linkage of administrative, program, and statistical data for evidence building; understanding resource and technology needs for data linkages; and developing and conducting a survey of federal statistical agencies about their needs and capacity for data linkage; 2) expert support—providing substantive support to Commission meetings and public hearings; writing briefing papers on meeting topics and summarizing testimony; and 3) report writing—serving on the team that will develop, edit, and finalize the content of the Commission's report to the President and Congress. Dr. Boivin will also identify

As a **Financial Management Leadership Program Fellow**, the employee will be serving on the Financial Integrity and Risk Management Branch developing policy on improper payments among other issues. He will lead government-wide priority initiatives, conduct regular outreach to a variety of Federal and non-Federal stakeholders, analyze data, draft Executive policies and legislation, coordinate interagency reform initiatives, and assess agency performance toward Executive branch goals related to his chosen track.

He will also be responsible for:

- Analyzing data, law, and policy, and recommending courses of action;
- Drafting and editing memos, spreadsheets, charts, and other documents for OMB and potentially other White House offices;
- Representing OMB at interagency leadership meetings;
- Meeting with members of the recipient community, including states, local and tribal governments, universities, and nonprofit organizations;
- Meeting with Members of Congress and their staff; and
- Collaborating with other offices within OMB and the Executive Office of the President on issues such as e-government, financial management, Executive priorities, and agency budgets.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Ms. Gelobter will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.



During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Mr. Gorodetzky will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED digital presence and process and is deeply familiar with modern tools and techniques. This high-level proficiency will be the overarching framework to evaluate systems for scale and reliability. Mr. Holmes will ensure that the technology supports the business goals of the organization.
2. Undertake a role in strategically aligning ED with best practices across the Federal Government in agile development methods, user-centered design, and system architecture. This business case will take into consideration the current practices and broad digital services needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on specific impact and design implications for agency decisions. In this capacity, he will provide guidance in identifying and defining digital considerations and requirements. This will give insight to senior leadership for integrating new digital and design initiatives into current systems or launching new platforms. This series of recommendations will address how ED incorporate best practices.

During this detail, the Detailee will perform a variety of duties including:

1. Provide leadership and guidance for ED to develop and finalize its first Department-wide policy directive on data management for program (non- statistical) data. This high-level policy will be the overarching framework for ongoing data asset standardization. Ms. Potter will ensure that the policy supports the business goals of the organization.
2. Undertake a lead role in strategically aligning ED with best practices across the Federal Government in writing a business case to establish a senior level Data Management Office, headed by a Chief Data Officer. This business case will take into consideration the current practices and broad data needs of ED.
3. Develop written recommendations for a presentation to senior agency leadership on next steps for data standardization, data policy, and data quality. In this capacity, she will provide guidance in identifying and, defining data management requirements. This will give insight to senior leadership for integrating new technology or new initiatives into data standards and structures. This series of recommendations will address how ED should best move forward in the current information age.
4. Lead agency-wide efforts to formalize the ED Data Inventory by developing a plan for the next steps in development of the inventory tools and an implementation plan with program offices and developing a process to synchronize with ED's Data Landing page. To advance this effort she will analyze barriers and play a lead role in gaining buy-in from the program office components.

The following will be her duties: Respond to inquiries from the media.

Write and edit news releases, original articles and material for public dissemination.

Draft and edit talking points, statements, blog posts and articles on behalf of EEOC policy officials.

Assist in coordinating social media content, design and presentation, including campaigns.

Assist in developing messages called for in EEOC's Communication and Outreach Plan:

- a. National message that expresses EEOC's role and impact in a few short, easily understood and remembered phrases.
- b. The laws EEOC enforces.
- c. Vital efforts under agency's Strategic Enforcement Plan.
- d. Significant agency work in other critical areas affecting equal employment opportunity.

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Fellow Salary	Monthly Benefits Paid
OCO	ARABO, MELODY	Education Program Specialist	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/11/2017	New	\$85,609	GS-13 Step 1		\$93,737 /yr (~\$45/hr)	20-40	\$900 - \$1800	n/a

OCO	BALDWIN, ANNA E	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$58,526	GS-13 Step 1	\$28,288	\$40.46/hr	20-40	\$809 - \$1618	n/a
OCO	BARNEY, AMANDA F	Education Program Specialist (Full Time)	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/15/2017	New	\$121,366	GS-13 Step 10	\$178,208		FULL-TIME	\$10,114	Estimated at \$1789.43 /mos (Invoiced to William Doyle at ED)

OCO	CADET, JEAN-PAUL J	Education Program Specialist (Full Time)	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/2016	8/15/2017	New	\$136,115	n/a - paying 100% of salary, benefits, and employer's portion of benefits.	\$155,124		FULL-TIME	\$11,343	\$1,416.09 /mos (Invoiced to EMS/Budget Team) (\$16,993/yr)
OCO	EVERETT JR., ARTHUR M	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$85,793	GS-13 Step 1		\$45.72/hr	20-40	\$914 - \$1829	n/a

OCO	JOHNSTON, STACEY D	Education Program Specialist Part-time Intermittent	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$57,109	GS-13 Step 1		\$40.53/hr	20-40	\$811 -\$1621	n/a
OCO	KELLY, PATRICK	Education Program Specialist	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/11/2015 8/1/2016	7/26/2016 8/15/2017	Modification / Extension	\$68,190	GS-13 Step 1	\$131,163	\$68,190 /yr (\$5,683 / mos)	FULL-TIME	\$5,683	\$908.26/mos (Invoiced to William Doyle at ED)



OCO	MCCOMB, SEAN M	Education Program Specialist Part- time Intermittent	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms			New	\$73,643	GS-13 Step 1		\$44.15/hr	20-40	\$883 - \$1766	n/a
OCO	MCKNIGHT, MONIFA	Education Program Specialist Part- time Intermittent	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/15/2016	8/17/2017	New	\$146,681	GS-14 Step 1		\$52.17/hr	20-40	\$1043-\$2086	n/a

OCO	NERENBERG, DANA LEIGH	Education Program Specialist Part- time Intermittent	Gillian Cohen- Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms	8/1/22016	8/15/2017	New	\$112,614	GS-14 Step 1		\$50.46/hr	10-20	\$505-\$1010	n/a
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Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment .	\$2,398	\$ 480	\$900 - \$1800	Walled Lake, MI	Teacher	Excepted service appointment as a GS-13 with an intermittent work schedule; salary will be hourly, based on the number of hours worked.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$809 - \$1618	Arlee, MT	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.
Up to \$1200/mos OR cost of actual lodging whichever is LESS.	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$13,103	Cutchogue, NY	Staff Developer	The Fellow's benefits may be adjusted to reflect applicable increases, if any are accrued to Mattituck Jr.-Sr. High School

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$12,759	Upper Marlboro, MD	Principal	The Fellow's benefits <b>may</b> be adjusted to <b>reflect applicable increases.</b>
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$914 - \$1829	Brooklyn, NY	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$811 -\$1621	Las Vegas, NV	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.
Up to \$1200/mos OR cost of actual lodging whichever is LESS.	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment.			\$6,591	Columbia, SC	Lead Teacher	The Fellow's benefits may be adjusted to reflect applicable increases. The fellow will earn leave under the Dept. of Ed's policies. The Department will NOT reimburse MOVING EXPENSES.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			<b>\$883 - \$1766</b>	Dundalk, MD	Teacher	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month, <b>up to a maximum of 480 hours for the duration of this IPA.</b>
n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			<b>\$1043-\$2086</b>	Gaithersburg, MD	Dir, Secondary Leadership Development Pgm	Anticipated that the Fellow will work 20-40 hours per month though this may vary month to month.

n/a	Dept. will pay travel expenses for temp duty travel related to official duties during the assignment			\$505-\$1010	Portland, OR	Principal	The rate of basic pay will be adjusted to reflect applicable cost of living increases.
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<b>State or Local Gov Agency</b>
Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

Fellow is on leave-without-pay... Dept of ED will be paying 100% of salary including benefits, housing, etc.



Fellow is on a sabbatical and Oxon Hill High School will continue to pay salary/benefits BUT **Dept of ED will reimburse PGCPs 100% of the salary AND the employer's portion of the Fellow's benefits.**

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

Un-paid LEAVE???

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

Continue to pay Fellow their std salary & employer's share of their benefits.

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OUS	ALFUTH, JONATHAN			#####	#####	New			\$84,981				
OS	BEARDEN, SUSAN M			7/25/2016	7/26/2017	New			\$118,171				
OS	JIBRIL, FATIMA	Program Specialist PD		6/29/2016	6/30/2017	New		GS-301-13	\$112,465				
OS	PUGH, JACQUELINE	Program Specialist PD		5/29/2016	5/30/2017	New		GS-301-13	\$120,414				
OS	VANN, ANGELA D			7/25/2016	7/26/2017	New			\$119,430				
OS	WOODALL, CASANDRA RENE			9/8/2016	9/20/2017	New			\$98,268				

Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency

State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS	MURPHY, HOANG			10/26/2016	7/26/2017	New			\$18,000				



Monthly Housing Paid	Travel and Transport ation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	???	???					

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OESE	GERVASIO, GABRIELLA												
OESE	HORNER-SMITH, MILDRED			#####	2/13/2017								
FSA	MAGGITT, JESSE												
OS	MARIANETTI, JADON				2/14/2017? Changed?? ?			GS-12					
OPEPD	METZGER, IVAN												
OESE	SUH, JOSEPH												
OPEPD	WARNER, JULIE			1/3/2017	MOU NTE 5/1/2017 Employee to RETURN to OPEPD by 4/1/2017								

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modificatio n/ Extension	State or Local Annual Salary	EST Total Annual Salary / Benefits	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS ??	MORGAN, WARREN												

Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency



AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modification/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay/Grade	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month
FSA	ACEBEY, MARIA A	MANAGEMENT AND PROGRAM ANALYST						7			
FSA	BATTELINI, REBECCA S.	MANAGEMENT & PROG ANALYST						9			

Estimated Monthly Salary	Monthly Benefits Paid	Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid	Monthly Housing Paid
OCTAE	EDDY, MATTHEW			8/8/2016	6/30/2017			N/A					
OCTAE	ULMER, JONATHAN			8/8/2016	6/30/2017			N/A					

Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency
Paid by FFA							
Paid by FFA							

State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OS	PETERS, KRISTINA M.			4/17/2016	4/11/2017				\$96,600				
OET	STOKES-BEVERLY, CHRISTINE			9/8/2016	8/8/2017				\$193,126				

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	Paid by FFA						
	Paid by FFA						



State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/Modification/Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
OCPO	KLOEK, SARA	OCPO Senior Privacy and Technology Fellow	Kathleen Styles, Chief Privacy Officer	9/6/2016	9/5/2017	New		Need from Mitch...	Need from Mitch...				

Monthly Housing Paid	Travel and Transportation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions
	Travel, transportation, and related allowances associated with the assignment will be paid						

State or Local Gov Agency	State or Local Gov Agency

AREA	NAME	Assignee's Position Title	Ed Supervisor	Eff Date	NTE Date	New/ Modificatio n/ Extension	State or Local Annual Salary	Federal Rate of Basic Pay	EST Total Annual Salary / Benefits	Hourly Rate	Expected hours per month	Estimated Monthly Salary	Monthly Benefits Paid
FSA	Didomenico, Michael	Broad Agency Announcement (BAA) Process		#####	3/13/2017								
IES	Boivin, Sharon	Math Statistician		#####	4/10/2017								

Monthly Housing Paid	Travel and Transport ation allowance s.	Travel Expenses Incurred to date	Travel expenses monthly average	Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions

State or Local Gov Agency	State or Local Gov Agency

Name	POC	Date Effective	Noa 1	NTE date	Reason for the IPA or detail	
DHANDA, AMAN	OCO	8/16/2016	760	EXT OF APPT NTE 01-20-17 <b>Separation Date: 1/20/2017</b>	The position provides outstanding school teachers who have a record of leadership, strong communication skills and insight from their classroom experiences, the opportunity to expand their knowledge of policy and contribute to the national dialogue about education. Washington Fellows are placed in offices within the Department	
DING, YUANXIA	OUS	6/29/2016	171	EXC APPT NTE 06-29-17 <b>Separation Date: 1/20/2017</b>	Ms. Ding will provide advice to the Office of the Under Secretary on overall project management skills and the Department's innovation agenda. She will conduct the research to assist in reviewing the experimental sites on innovative ways to apply for financial aid. She will write a white paper that	
KWON, BONNIE	OUS	10/26/2015	171	EXC APPT NTE 05-31-17 <b>Separation Date: 1/20/2017</b>	The employee will help oversee WHIAAPI's Regional Network, and will focus on activities designed to improve the overall health and well-being of the AAPI community. She will (1) maintain positive relationships with a diverse group of stakeholders ,and plan and organize AAPI events to promote awareness and access to Federal programs.	
CHURCHWELL, NIKKI K	OPEPD	11/22/2016	760	EXT OF APPT NTE 01-19-2017 <b>CONVERTED TO CAREER</b>	Ms.Churchwell will assist in the development of a data management system for PPSS and will train PPSS staff to use this system effectively and efficiently. A new PPSS director joined OPEPD earlier this year and is working on increasing the responsiveness and efficiency of the organization.	
NAME	POC	Assignee's Position Title	Ed Supervisor	Eff Date	End Date	New/ Modification/ Extension
DHANDA, AMAN	OCO	<b>Separated</b>	Gillian Cohen-Boyer, Dir, Teaching and Principal Ambassador Fellow Pgms		1/20/2017	



State or Local Annual Salary	Federal Rate of Basic Pay	Hourly Rate	Expected hours per month	Estimated Monthly Fellow Salary	Monthly Benefits Paid	Monthly Housing Paid	Travel and Transportation allowances.	Travel Expenses Incurred to date	Travel expenses monthly average

Total Monthly Salary at DoE	State / Local Location	State / Local Position	Special Pay Conditions	State or Local Gov Agency	State or Local Gov Agency

**Buchesky, Stanley**

---

**Subject:** Ed Metz

**Start:** Thursday, March 16, 2017 2:00 PM

**End:** Thursday, March 16, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Hammer, Victoria

---

**Subject:** group edit of revised State plan peer criteria  
**Location:** 3W100

**Start:** Wednesday, March 15, 2017 12:15 PM  
**End:** Wednesday, March 15, 2017 1:30 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Hammer, Victoria  
**Required Attendees:** Simons, Jane; Becker, Judith; Myers, Shauna; Forrester, Tiffany; Siry, Melissa; Wallin, Terra; Barlow, Christine; Brickman, Michael; Jones, Amy; McKinney, Jessica

Call-in number:



We will be in 3W100. Thanks!

Group-

The document is going into clearance in the am, but I please need to ask for your help in addressing some comments from leadership that we can address through the clearance process. If that sounds confusing, I can explain when we meet. I know not everyone will be able to join, but hopefully we will get a critical mass. Also, I know this is lunchtime. I am sorry for that. Feel free to bring your lunch!

Thank you,

Victoria

**Buchesky, Stanley**

---

**Subject:** Travel time

**Start:** Wednesday, March 15, 2017 2:30 PM

**End:** Wednesday, March 15, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Siry, Melissa

---

**Subject:** HOLD: SEA Webinar on Consolidated State Plan Requirements

**Location:** WDCFB6-3C100

**Start:** Wednesday, March 15, 2017 2:00 PM

**End:** Wednesday, March 15, 2017 3:30 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Siry, Melissa

**Required Attendees:** OESE OSS; Myers, Earl; Stern, Jacob; Bogart, Joanne; Martinez, Sarah; Barlow, Christine; Hammer, Victoria; Pasternak, Sharone; Esquith, David; Lyles, Sylvia; Ramirez, Lisa; Jung, Britt; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew

**Optional Attendees:** Briggs, Ashley; Scott, Tracey; Schmidt, Ashlee; Forrester, Tiffany; Miceli, Roberta; Nunez, Mario; Spitz, Deborah; Calderon, Brenda; Avery, Tawanda; Rooney, Patrick; McKinney, Jessica; Miller, Meredith; Behrend, Daniel; Shackel, Erin; Putney, LaTisha; Wright, Cynthia; Richardson, Andre; Harwarth, Irene; Bentley-Memon, Millicent; Fenton, Christopher; Myers, Shauna; Oberst, Megan; Peasley, Donald; Juchniewicz, Adam; Tate, Christopher; Scott, Jameel; Fisher, Collette; Smith, Danielle; Belachew, Metasebia; Brice, Porscheoy; Clark, Jane; McCord-Jones, Cassandra; Cox, Katherine; Thurmond, Bryan; Roney, Collette; Choroser, Stephanie; Horner-Smith, Mildred; Rashid, Tahira; Hembrey, Tanesha; Witt, Elizabeth; Kincheloe, Monika; Wallin, Terra; Butler, James; Sadeghi, Lisa; Wells, Michael; Manitaras, Carol; Akinsipe, Jasmine; Carr, Patrick; DESAVE; Rigling, Kay; Liu, Rebecca; Goff, Jessica; Lustig, Amy; Mellman, Richard; Simons, Jane; Anderson, Michael (OGC); Skinner, Josie; Lagaard, Soren; Eichner, Jill; Johnson, Patricia; Muhammad, Faatimah; Vanze, Shaw; Peternith, Rachel; Joseph, Denise; Honeysett, Adam; Budman, Molly; Zarish-Becknell, Kim; Petersen, Molly; Light, Kimberly; Stephenson, Todd; Hilliard, Deirdra; Suh, Joseph; Harris, Lisa (OGC); Foy Moss, Rita; Williams, Bryan; Schulz, Eric; Bakely, Cole; Proctor, Tammy; Garcia, Bernard; Hall, Marilyn; Hernandez-Marshall, Angela

Hi all,

I appreciate the interest in attending today's webinar. At this point, we do not have capacity to accommodate all ED staff in 3C100. Therefore, I ask that only OESE staff view in 3C100. For other offices,

ED-17-0091 and 17-0092-I-001073



please coordinate among your respective program offices to view the webinar together in order to save space on the WebEx.

- Webinar 1: Update on consolidated State plan requirements  
**Wednesday, March 15, 2017 2:00-3:30 PM ET**  
Access the webinar [here](#).

Please note that the webinar will be recorded and posted on our website.

Thanks so much for your understanding,  
Melissa

## Buchesky, Stanley

---

**Subject:** Hudson

**Start:** Wednesday, March 15, 2017 12:00 PM  
**End:** Wednesday, March 15, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Rigas, Laura**

---

**Subject:** Boston

**Start:** Friday, March 17, 2017 4:00 PM

**End:** Friday, March 17, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Interview with (b)(6)  
**Location:** Jana Toner's Office  
**Start:** Friday, March 17, 2017 1:00 PM  
**End:** Friday, March 17, 2017 2:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Rigas, Laura  
**Required Attendees:** Toner, Jana; Frendewey, Matthew

**Rigas, Laura**

---

**Subject:** call with (b)(6)  
**Location:** I call (b)(6)  
**Start:** Friday, March 17, 2017 1:00 PM  
**End:** Friday, March 17, 2017 2:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Rigas, Laura  
**Optional Attendees:** Toner, Jana

## Buchesky, Stanley

---

**Subject:** Cody

**Start:** Wednesday, March 15, 2017 12:30 PM

**End:** Wednesday, March 15, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** Comms Personnel

**Location:** TBD

**Start:** Wednesday, March 15, 2017 4:30 PM

**End:** Wednesday, March 15, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Required Attendees:** Friendewey, Matthew; Bailey, Nathan; Ferguson, Gillum

**Ruddock, Neil**

---

**Subject:** Anna Hinton  
**Location:** 4W229  
  
**Start:** Wednesday, March 15, 2017 2:30 PM  
**End:** Wednesday, March 15, 2017 2:45 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil

**Toner, Jana**

---

**Subject:** Meeting with (b)(6)  
**Location:** 7c105  
**Start:** Tuesday, March 21, 2017 3:30 PM  
**End:** Tuesday, March 21, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Toner, Jana  
**Required Attendees:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Friday, March 17, 2017 5:30 PM

**End:** Friday, March 17, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura



## Buchesky, Stanley

---

**Subject:** Bart

**Start:** Friday, March 17, 2017 9:30 AM  
**End:** Friday, March 17, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** Liz Hill with Jana

**Start:** Friday, March 17, 2017 11:00 AM  
**End:** Friday, March 17, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** ca (b)(6)

**Location:** l cal (b)(6)

**Start:** Monday, March 20, 2017 3:00 PM

**End:** Monday, March 20, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

Laura, thank you so much for reaching out.

Would 4pm tomorrow work for you? If that's not good, then 2pm on Monday is the next best bet. My cell is (b)(6) and the best way to reach me.

I'm looking forward to speaking, and I've attached a copy of my resume for reference.

Best,

(b)(6)

**Rigas, Laura**

---

**Subject:** call with Sara Broadwater  
**Location:** I call (b)(6)  
**Start:** Friday, March 17, 2017 2:00 PM  
**End:** Friday, March 17, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Call with Jennifer Daniels

**Location:** (b)(6)

**Start:** Friday, March 17, 2017 10:00 AM

**End:** Friday, March 17, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Hernandez-  
Marshall,  
Angela**

---

**Subject:** 2015 National Indian Education Study Findings  
**Location:** US Dept of Education Headquarters, LBJ Building, 400  
Maryland Ave SW, Room 1W128

**Start:** Wednesday, April 12, 2017 10:00 AM  
**End:** Wednesday, April 12, 2017 12:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Hernandez-Marshall, Angela  
**Required Attendees:** Chism, Monique; Morgan, Warren;  
'Juanita.Mendoza@BIE.EDU'; 'mdeferranti@niea.org';  
Finston, Jacqueline; Due, Miranda; Couture, William;  
Richardson-Jones, Briana; Ramirez, Lisa; Esquith, David;  
Lyles, Sylvia; Proctor, Tammy; Rooney, Patrick; Ward, Jerry;  
OESE Indian Education; Eichner, Jill; Pasternak, Sharone;  
Lessard, Ron; Reed, Almita; Osborne, Joanne; Randall,  
Valerie; Kostic, Kandice; Davis, Paulette; Garcia, Bernard;  
Cuervo, Amalia; Toledo, Annabelle; dpatel@niea.org;  
wards@gci.net; Salley, Robert; Johnson, Patricia; Cheek,  
John; Benbow, Susan; Ortega, Shahla; Smith, Kimberly;  
Rebekka Meyer; Deaton, James



UNITED  
STATES  
DEPARTMENT  
OF  
EDUCATION  
  
OFFICE OF  
ELEMENTARY  
AND SECONDARY  
EDUCATION



Dear Colleagues:

Please join the Office of Elementary and Secondary Education's Office of Indian Education in welcoming James Deaton, Project Director of the National Indian Education Study (NIES), Institute of Education Sciences (IES), who will share findings from the [2015 NIES Report](#) that was released in early March. The event will take place at the U.S. Department of Education's Lyndon B. Johnson building at 400 Maryland Avenue, SW, Training Development Center Room 1W128 from 10:00 a.m. to noon.

The NIES is administered as part of the National Assessment of Educational Progress (NAEP) to allow more in-depth reporting on the achievement and experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8. This report focuses primarily on two themes identified during the development of the NIES survey questionnaires.

1. To what extent are AI/AN culture and language part of the curricula?
2. To what extent are school resources available for improving AI/AN student achievement?

This report will also present previously unreleased 2015 NAEP achievement data for AI/AN students as disaggregated by low- and high- density schools for reading and mathematics at grades 4 and 8. School density, as defined by the Office of Indian Education (OIE), indicates the proportion of AI/AN students enrolled. Low density schools have less than 25 percent AI/AN students. High density schools have 25 percent or more and this category is reported as being mutually exclusive from Bureau of Indian (BIE) schools. All other NAEP achievement data in this report (i.e., AI/AN state-level and BIE achievement data) had been previously released.

In conjunction with the report release, the NCES blog summarizes major findings:

<https://nces.ed.gov/blogs/nces/post/measuring-the-achievement-and-experiences-of-american-indian-and-alaska-native-youth-national-indian-education-study-2015>.

**Invitees who are not Department employees:** Please RSVP to Angela Hernandez-Marshall at [Angela.Hernandez-Marshall@ed.gov](mailto:Angela.Hernandez-Marshall@ed.gov) by Friday, April 7. If you need to submit a request for a reasonable accommodation, please contact Angela by phone at 202-205-1909 no later than Friday, April 7.

**Bernard Garcia**  
**Acting Director**  
**Office of Indian Education**

**Rigas, Laura**

---

**Subject:** call Aaron Rennaker

**Location:** (b)(6)

**Start:** Monday, March 20, 2017 3:30 PM

**End:** Monday, March 20, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



**Toner, Jana**

---

**Subject:** Canceled: Meet with Liz Hill in person; call Josh

**Location:** 7c105; call josh a (b)(6)

**Start:** Friday, March 17, 2017 11:00 AM

**End:** Friday, March 17, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Toner, Jana

**Required Attendees:** Rigas, Laura

**Importance:** High

**Ruddock, Neil**

---

**Subject:** Follow up with BlueStar

**Start:** Friday, March 17, 2017 10:30 AM

**End:** Friday, March 17, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Toner, Jana**

---

**Subject:** Morning meeting

**Start:** Friday, March 17, 2017 10:30 AM  
**End:** Friday, March 17, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah

**Toner, Jana**

---

**Subject:** Morning meeting

**Start:** Friday, March 17, 2017 10:30 AM  
**End:** Friday, March 17, 2017 11:00 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah

**Young, Patrick**

---

**Subject:** Tentative (b)(6) interview  
**Location:** phone  
**Start:** Monday, March 20, 2017 11:00 AM  
**End:** Monday, March 20, 2017 11:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** Phone  
**Start:** Monday, March 20, 2017 2:00 PM  
**End:** Monday, March 20, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative (b)(6) interview  
**Location:** Phone  
**Start:** Monday, March 20, 2017 3:00 PM  
**End:** Monday, March 20, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** phone  
**Start:** Tuesday, March 21, 2017 11:00 AM  
**End:** Tuesday, March 21, 2017 11:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Cox-Roush, Deborah**

---

**Subject:** Motorpool Pick up to EEOB  
**Location:** ED

**Start:** Tuesday, March 21, 2017 1:00 PM  
**End:** Tuesday, March 21, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Toner, Jana

Motorpool request placed for WH meeting. Pick up at 1:30

**Cox-Roush, Deborah**

---

**Subject:** Motorpool from EEOB to WH  
**Location:** EEOB  
  
**Start:** Tuesday, March 21, 2017 2:45 PM  
**End:** Tuesday, March 21, 2017 3:15 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Toner, Jana

Motor Pool pick up return from EEOB to ED

**Young, Patrick**

---

**Subject:** Tentative (b)(6) interview  
**Location:** phone [REDACTED]  
**Start:** Monday, March 20, 2017 4:00 PM  
**End:** Monday, March 20, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

## Buchesky, Stanley

---

**Subject:** Ed & Stan  
**Location:** Starbucks

**Start:** Tuesday, March 21, 2017 1:00 PM  
**End:** Tuesday, March 21, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley  
**Required Attendees:** Metz, Edward

d\plain\0

## Buchesky, Stanley

---

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
**Start:** Monday, March 20, 2017 7:00 AM  
**End:** Monday, March 20, 2017 8:28 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA Flight 2123

d\plain\f0Depart: LGA - New York on Mon 20 Mar 2017 at 07:00AM

d\plain\f0Arrive: DCA - Washington on Mon 20 Mar 2017 at 08:28AM

d\plain\f0Booking Code: D

d\plain\f0Traveler Information: STAN BUCHESKY - First - 3D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal

format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

d\plain\f0

d\plain\f0

## Buchesky, Stanley

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**Subject:** Travel

**Start:** Monday, March 20, 2017 8:30 AM  
**End:** Monday, March 20, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Tuesday, March 21, 2017 2:00 PM  
**End:** Tuesday, March 21, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Rigas, Laura**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

**End:**

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Rigas, Laura

**Rigas, Laura**

---

**Subject:** Flight to DC

**Start:** Tuesday, March 21, 2017 9:00 AM

**End:** Tuesday, March 21, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Tuesday, March 21, 2017 10:30 AM  
**End:** Tuesday, March 21, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Cox-Roush, Deborah**

---

**Subject:** Interview with Liz Hill  
**Location:** Jana Office 7C105  
  
**Start:** Friday, March 17, 2017 6:00 PM  
**End:** Friday, March 17, 2017 6:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Toner, Jana

**Cox-Roush, Deborah**

---

**Subject:** Interview with Liz Hill  
**Location:** Jana's office  
  
**Start:** Friday, March 17, 2017 6:00 PM  
**End:** Friday, March 17, 2017 6:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Toner, Jana

**Delaney R. Parrish**

---

**Subject:** Brookings event check-in

**Start:** Tuesday, March 21, 2017 11:30 AM

**End:** Tuesday, March 21, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Delaney R. Parrish

**Required Attendees:** Rigas, Laura; DJ Nordquist; Michael Mannweiler; Ferguson, Gillum; Friendewey, Matthew; Bailey, Nathan; Hudson, Alexandra

d\plainHi everyone,

d\plain

d\plainForwarding along the calendar reminder for tomorrow's call. Talk soon!

d\plain-----

**d\plainCall info**

d\plain

d\plainDial in

(b)(6)

d\plainAccess

d\plain

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Monday, March 20, 2017 1:00 PM  
**End:** Monday, March 20, 2017 1:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Wednesday, March 22, 2017 3:30 PM  
**End:** Wednesday, March 22, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Ruddock, Neil**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

**End:**

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Jones, Amy**

---

**Subject:** Appt

**Start:** Tuesday, March 21, 2017 12:00 PM  
**End:** Tuesday, March 21, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

Jones, Amy

---

**Subject:** Appt

**Start:** Monday, March 20, 2017 9:30 AM

**End:** Monday, March 20, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** Appt

**Start:** Tuesday, March 21, 2017 3:30 PM  
**End:** Tuesday, March 21, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Subject:** Invitation: LTG Murray @ Thu Apr 6, 2017 6pm - 10pm (EDT)  
(stanley.buchesky@ed.gov)

**Start:** Thursday, April 06, 2017 6:00 PM

**End:** Thursday, April 06, 2017 10:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** stan@theedtechfund.com

**Required Attendees:** Buchesky, Stanley

**Attachments:** invite.ics

**d\intb\cbpat2\plainLTG Murray**

[d\intb\cbpat2\plain\0more details »](#)

Thu Apr 6, 2017 6pm – 10pm Eastern Time

d\intb\itap2\cbpat2\plain\0When

[https://plus.google.com/hangouts/\\_/theedtechfund.com/stan](https://plus.google.com/hangouts/_/theedtechfund.com/stan)

d\intb\itap2\cbpat2\plain\0Video call

stanley.buchesky@ed.gov

d\intb\itap2\cbpat2\plain\0Calendar

d\intb\itap2\cbpat2\plain\0Who

- d\intb\itap3\cbpat2\plain\0stan@theedtechfund.com - organizer
- d\intb\itap3\cbpat2\plain\0stanley.buchesky@ed.gov

d\intb\cbpat2\plain\0Going? [Yes](#) - [Maybe](#) - [No more options »](#)

d\intb\cbpat7\plain\0Invitation from [Google Calendar](#)

d\intb\cbpat7\sb280\plain\0You are receiving this courtesy email at the account stanley.buchesky@ed.gov because you are an attendee of this event.

d\intb\cbpat7\sb280\plain\0To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at <https://www.google.com/calendar/> and control your notification settings for your entire calendar.



**LTG Murray**

**20170406T220000Z**  
**CONFIRMED**

**PRODID**

-//Google Inc//Google Calendar 70.9054//EN

**Version**

2.0

**CALSCALE**

GREGORIAN

**METHOD**

REQUEST

**Start Date/Time**

20170406T220000Z

**End Date/Time**

20170407T020000Z

**DTSTAMP**

20170317T215052Z

**ORGANIZER** ( CN=stan@theedtechfund.com )

mailto:stan@theedtechfund.com

**UID**

A1B3FCF8-8ED1-4956-A800-41A136C2A5F6

**Attendee**

<i>Role</i>	<b><u>mailto:stan@theedtechfund.com</u></b>
<i>RSVP</i>	REQ-PARTICIPANT
	TRUE

**Attendee**

<i>Role</i>	<b><u>mailto:stanley.buchesky@ed.g ov</u></b>
<i>RSVP</i>	REQ-PARTICIPANT
	TRUE

**CREATED**

20170307T152635Z

**Description**

This event has a Google Hangouts video call.

(b)(6)

**Last Modified**

20170317T215052Z

**Location****Sequence Number**

0

**Status**

CONFIRMED

**Summary**

LTG Murray

**Time Transparency**

OPAQUE

**ACTION**

DISPLAY

**Description**

This is an event reminder

**TRIGGER**

-P0DT0H15M0S



**ACTION**

NONE

**TRIGGER** ( VALUE=DATE-TIME )

19760401T005545Z

**Rigas, Laura**

---

**Subject:** Laura calls Juliette and Ron  
**Location:** 202-401-1078

**Start:** Monday, March 20, 2017 12:00 PM  
**End:** Monday, March 20, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura  
**Required Attendees:** Rizzo, Juliette; Holden, Ronald

**Buchesky, Stanley**

---

**Subject:** Simmons

**Start:** Wednesday, March 22, 2017 7:00 PM  
**End:** Wednesday, March 22, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** phone

**Start:** Wednesday, March 22, 2017 10:30 AM  
**End:** Wednesday, March 22, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Ruddock, Neil**

---

**Subject:** Hold for call w/Stacey Johnston

**Start:** Monday, March 20, 2017 1:00 PM

**End:** Monday, March 20, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Holden, Ronald**

---

**Subject:** Meeting on FL Trip

**Location:** Comms Bullpen

**Start:** Monday, March 20, 2017 1:00 PM

**End:** Monday, March 20, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holden, Ronald

**Required Attendees:** Bailey, Nathan; Smith, Kathleen; Friendewey, Matthew;  
Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview with Ebony, Jim and Josh  
**Location:** DED  
**Start:** Wednesday, March 22, 2017 3:30 PM  
**End:** Wednesday, March 22, 2017 5:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Young, Patrick  
**Required Attendees:** Toner, Jana

**Rigas, Laura**

---

**Subject:** Event with MD GOV

**Start:** Thursday, March 23, 2017 10:00 AM

**End:** Thursday, March 23, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura



**Toner, Jana**

---

**Subject:** Meeting with Jennifer Daniels  
**Location:** Jana's Office  
  
**Start:** Thursday, March 23, 2017 10:00 AM  
**End:** Thursday, March 23, 2017 11:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Declined  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Frendewey, Matthew; Ferguson, Gillum; Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Thursday, March 23, 2017 11:00 AM

**End:** Thursday, March 23, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Advance

**Start:** Thursday, March 23, 2017 9:00 AM

**End:** Thursday, March 23, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** (b)(6)

**Start:**

**End:**

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Cox-Roush, Deborah**

---

**Subject:** (b)(6) to meet with Jason

**Start:** Tuesday, March 21, 2017 3:00 PM

**End:** Tuesday, March 21, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** (b)(6) to meet with Laura Rigas  
**Start:** Tuesday, March 21, 2017 3:30 PM  
**End:** Tuesday, March 21, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Cox-Roush, Deborah

**Rigas, Laura**

---

**Subject:** Out of office

**Start:** Tuesday, April 04, 2017 8:00 PM

**End:** Friday, April 07, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** Cabinet Affairs Call

**Start:** Monday, March 27, 2017 12:30 PM

**End:** Monday, March 27, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

Can you please participate on my behalf in the daily 12:30 cabinet affairs call this coming Monday? Jana can train you how. Call-in info below

Please note the new CA/agency conference call information below.

(b)(6)





## Buchesky, Stanley

---

**Subject:** Harry

**Start:** Tuesday, March 21, 2017 3:30 PM

**End:** Tuesday, March 21, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Cox-Roush, Deborah**

---

**Subject:** Cal (b)(6) (b)(6)

**Start:** Tuesday, March 21, 2017 4:00 PM

**End:** Tuesday, March 21, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Rigas, Laura**

---

**Subject:** Secretary

**Start:** Tuesday, March 21, 2017 5:00 PM  
**End:** Tuesday, March 21, 2017 5:15 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

## Blake Hall

**Subject:** Stan + Blake Call @ TBD

**Start:** Wednesday, March 22, 2017 2:00 PM

**End:** Wednesday, March 22, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Blake Hall

**Required Attendees:** Buchesky, Stanley

**Attachments:** invite.ics

### d\intbl\cbpat2\plainStan + Blake Call @ TBD

[d\intbl\cbpat2\plain\fb0more details »](#)

Wed Mar 22, 2017 2pm – 2:30pm Eastern Time

d\intbl\itap2\cbpat2\plain\fb0When

[https://plus.google.com/hangouts/\\_/id.me/blake](https://plus.google.com/hangouts/_/id.me/blake)

d\intbl\itap2\cbpat2\plain\fb0Video call

stanley.buchesky@ed.gov

d\intbl\itap2\cbpat2\plain\fb0Calendar

d\intbl\itap2\cbpat2\plain\fb0Who

(b)(6)

d\intbl\cbpat2\plain\fb0Going? [Yes](#) - [Maybe](#) - [No more options »](#)

(b)(6)

from [Google Calendar](#)

are receiving this courtesy email at the account stanley.buchesky@ed.gov because you are an

top receiving future updates for this event, decline this event. Alternatively you can sign up for a [Google Calendar](#) and control your notification settings for your entire calendar.

warding this invitation could allow any recipient to modify your RSVP response. [Learn More](#)

d\plain\0

*This message (including any attachments) may contain confidential and privileged information belonging to the sender, for a specific individual and purpose, and is legally privileged. If you are not the intended recipient, you should delete this message and any disclosure, copying, forwarding or distribution of this message, or the taking of any action based on it, by you is strictly prohibited.*

## Stan + Blake Call @ TBD

**20170322T180000Z**  
**CONFIRMED**

**PRODID**

-//Google Inc//Google Calendar 70.9054//EN

**Version**

2.0

**CALSCALE**

GREGORIAN

**METHOD**

REQUEST

**Start Date/Time**

20170322T180000Z

**End Date/Time**

20170322T183000Z

**DTSTAMP**

20170321T202815Z

**ORGANIZER** ( CN=Blake Hall )

mailto:blake@id.me

**UID**

do74o3m7bc50f7cgf377jqpdck@google.com

**Attendee**

	<b><u>mailto:blake@id.me</u></b>
Role	REQ-PARTICIPANT
RSVP	TRUE

**Attendee**

	<b><u>mailto:stanley.buchesky@ed.g ov</u></b>
Role	REQ-PARTICIPANT
RSVP	TRUE

**CREATED**

20170321T202800Z

**Description**

This event has a Google Hangouts video call.

(b)(6)

**Last Modified**

20170321T202815Z

**Location**

**Sequence Number**

0

**Status**

CONFIRMED

**Summary**

Stan + Blake Call @ TBD

**Time Transparency**

OPAQUE

**Holden, Ronald**

---

**Subject:** Advancing Carter Rock Elementary School  
**Location:** 7401 Persimmon Tree Ln, Bethesda, MD 20817  
  
**Start:** Wednesday, March 22, 2017 7:30 AM  
**End:** Wednesday, March 22, 2017 8:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Holden, Ronald  
**Required Attendees:** Rigas, Laura; Kossack, Andrew

Principal Lee (b)(6)

2<sup>nd</sup> grade class – Ms. Katie Sims



**Buchesky, Stanley**

---

**Subject:** meeting

**Start:** Thursday, March 23, 2017 4:00 PM

**End:** Thursday, March 23, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** DCA/LGA  
**Location:** Washington (DCA) 06:00PM local time  
**Start:** Thursday, March 23, 2017 6:00 PM  
**End:** Thursday, March 23, 2017 7:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA OPERATED BY REPUBLIC AIRLINES AS AMERICAN EAGLE Flight 4757

d\plain\f0Depart: DCA - Washington on Thu 23 Mar 2017 at 06:00PM

d\plain\f0Arrive: LGA - New York on Thu 23 Mar 2017 at 07:30PM

d\plain\f0Booking Code: D

d\plain\f0Traveler Information: STAN BUCHESKY - First - 3D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

d\plain\f0

d\plain\f0

## Buchesky, Stanley

---

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
**Start:** Monday, March 27, 2017 7:00 AM  
**End:** Monday, March 27, 2017 8:28 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA Flight 2123

d\plain\f0Depart: LGA - New York on Mon 27 Mar 2017 at 07:00AM

d\plain\f0Arrive: DCA - Washington on Mon 27 Mar 2017 at 08:28AM

d\plain\f0Booking Code: D

d\plain\f0Traveler Information: STAN BUCHESKY - First - 3D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal

format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

d\plain\f0

d\plain\f0



**Rigas, Laura**

---

**Subject:** Call from Patrick

**Start:** Wednesday, March 22, 2017 9:00 AM

**End:** Wednesday, March 22, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

## Buchesky, Stanley

---

**Subject:** Data Strategy briefing

**Location:**

(b)(6)

**Start:** Wednesday, March 22, 2017 9:00 AM

**End:** Wednesday, March 22, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\f0

**Holden, Ronald**

---

**Subject:** Smithsonian Advance

**Start:** Monday, March 27, 2017 8:00 AM  
**End:** Monday, March 27, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holden, Ronald  
**Required Attendees:** Rigas, Laura; Berman, Sara; Cox-Roush, Deborah; Oberlies, Michael; Rizzo, Juliette



**Holden, Ronald**

---

**Subject:** Smithsonian Advance (meet at independence and 6th)  
**Location:** National Air and Space Museum - Independence Ave SW & 6th St SW,  
Washington, DC 20004, United States

**Start:** Monday, March 27, 2017 8:00 AM  
**End:** Monday, March 27, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holden, Ronald  
**Required Attendees:** Rizzo, Juliette; Berman, Sara; Cox-Roush, Deborah; Rigas, Laura;  
Oberlies, Michael

**Gray, Jason**

---

**Subject:** Discuss OCR Online Complaint Form/Process Going Forward

**Location:** (b)(6)

**Start:** Friday, March 24, 2017 3:00 PM

**End:** Friday, March 24, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Gray, Jason

**Required Attendees:** Buchesky, Stanley; Ham, Holly

**Jones, Amy**

---

**Subject:** Mtg

**Start:** Wednesday, March 22, 2017 1:00 PM  
**End:** Wednesday, March 22, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

Siry, Melissa

---

**Subject:** HOLD: SEA Webinar on Consolidated State Plan Requirements

**Location:** wdcfb6-3c100

**Start:** Wednesday, March 22, 2017 2:00 PM

**End:** Wednesday, March 22, 2017 3:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Siry, Melissa

**Required Attendees:** OESE OSS; Myers, Earl; Stern, Jacob; Bogart, Joanne; Martinez, Sarah; Barlow, Christine; Hammer, Victoria; Pasternak, Sharone; Esquith, David; Lyles, Sylvia; Ramirez, Lisa; Jung, Britt; Miller, Meredith; Brickman, Michael; Kossack, Andrew; Jones, Amy; Oberlies, Michael

**Optional Attendees:** Schmidt, Ashlee; Scott, Tracey; Forrester, Tiffany; Nunez, Mario; Spitz, Deborah; Calderon, Brenda; Avery, Tawanda; Rooney, Patrick; McKinney, Jessica; Behrend, Daniel; Shackel, Erin; Putney, LaTisha; Wright, Cynthia; Miceli, Roberta; Richardson, Andre; Harwarth, Irene; Fenton, Christopher; Bentley-Memon, Millicent; Myers, Shauna; Oberst, Megan; Peasley, Donald; Juchniewicz, Adam; Briggs, Ashley; Tate, Christopher; Scott, Jameel; Smith, Danielle; Fisher, Collette; Clark, Jane; Belachew, Metasebia; Cox, Katherine; Brice, Porscheoy; Thurmond, Bryan; Roney, Collette; Horner-Smith, Mildred; Rashid, Tahira; Hembrey, Tanesha; Kincheloe, Monika; Butler, James; Wells, Michael; Wallin, Terra; Sadeghi, Lisa; Manitaras, Carol; Akinsipe, Jasmine; Carr, Patrick; Coley, Jerine; Muhammad, Faatimah; Choroser, Stephanie; Budman, Molly; Joseph, Denise; Johnson, Patricia; Pugh, Catherine; Zarish-Becknell, Kim

Hi all,

The webinar this afternoon will focus on a high-level summary of the peer review process. We will not cover the Peer Review Criteria since it is not yet complete. Those interested can attend in 3C100. Others

can access the webinar using the link below; we should have ample space for participants to access individually.

- Webinar: Consolidated State plan peer review process  
**Wednesday, March 22, 2017, 2:00-3:00 PM ET**  
Access the webinar [here](#).

Thanks,  
Melissa

**Toner, Jana**

---

**Subject:** Kevin Eck - personnel update  
**Location:** 7c105  
  
**Start:** Wednesday, March 22, 2017 3:00 PM  
**End:** Wednesday, March 22, 2017 3:15 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Eck, Kevin

**Rigas, Laura**

---

**Subject:** Call re school visit

**Start:** Wednesday, March 22, 2017 11:30 AM

**End:** Wednesday, March 22, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Ruddock, Neil**

---

**Subject:** Archdiocese of Washington  
**Location:** Ebony's office  
  
**Start:** Friday, March 24, 2017 1:30 PM  
**End:** Friday, March 24, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil



**Toner, Jana**

---

**Subject:** OWHL meeting  
**Location:** 7c105  
  
**Start:** Friday, March 24, 2017 4:30 PM  
**End:** Friday, March 24, 2017 5:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah

**Toner, Jana**

---

**Subject:** OWHL meeting  
**Location:** 7c105  
  
**Start:** Friday, March 24, 2017 4:30 PM  
**End:** Friday, March 24, 2017 5:00 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Young, Patrick; Cox-Roush, Deborah

**Buchesky, Stanley**

---

**Subject:** KK

**Start:** Wednesday, March 22, 2017 5:00 PM

**End:** Wednesday, March 22, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** pick up Jim

**Start:** Thursday, March 23, 2017 8:00 AM

**End:** Thursday, March 23, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

Young, Patrick

---

**Subject:** (b)(6) interview

**Start:** Thursday, March 23, 2017 3:00 PM

**End:** Thursday, March 23, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Swann, Corey**

---

**Subject:** Stanley Buchesky's Meeting  
**Location:** WDCFB6-7C101  
  
**Start:** Thursday, March 23, 2017 9:30 AM  
**End:** Thursday, March 23, 2017 10:30 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Swann, Corey  
**Required Attendees:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Thursday, March 30, 2017 5:00 PM  
**End:** Thursday, March 30, 2017 6:00 PM

**Recurrence:** Weekly  
**Recurrence Pattern:** Occurs every Thursday from 5:00 PM to 6:00 PM effective 3/30/2017.

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** Meet at Juliette's Office

**Start:** Thursday, March 23, 2017 3:00 PM

**End:** Thursday, March 23, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Thursday, March 23, 2017 2:00 PM  
**End:** Thursday, March 23, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Friday, March 24, 2017 2:00 PM  
**End:** Friday, March 24, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** Phone

**Start:** Friday, March 24, 2017 11:00 AM

**End:** Friday, March 24, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** Phone  
**Start:** Monday, March 27, 2017 3:00 PM  
**End:** Monday, March 27, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Tuesday, March 28, 2017 11:30 AM  
**End:** Tuesday, March 28, 2017 12:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

## **Horn, Wade (HHS/IOS) (CTR)**

---

**Subject:** Call w/Amy Jones  
**Location:** Please call Mr. Horn at (202) 690-6133  
  
**Start:** Tuesday, March 28, 2017 10:30 AM  
**End:** Tuesday, March 28, 2017 11:00 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Horn, Wade (HHS/IOS) (CTR)  
**Required Attendees:** Jones, Amy

**d\plainPOC:** Barbara

d\plain(202) 690-6133

d\plain

d\plainAmy Jones

d\plain(502) 541-8511

d\plain

**d\plainPARTICIPANTS:**

d\plainWade Horn

d\plainAmy Jones

d\plain

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** Phone [REDACTED]  
**Start:** Tuesday, March 28, 2017 2:00 PM  
**End:** Tuesday, March 28, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Rigas, Laura**

---

**Subject:** Credentials  
**Location:** GSA  
  
**Start:** Wednesday, March 29, 2017 3:30 PM  
**End:** Wednesday, March 29, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Rigas, Laura

**Wednesday, March 29, 2017**

**3:30 PM - 3:45 PM**  
**Eastern Time**

---

**Location** Shared - 301 7th Street SW, Room 1909, Washington, DC - GSA  
[301 7TH STREET SW](#)  
[RM. 1912](#)  
[WASHINGTON, DC 20407](#)

**Appointment Type** Enrollment - Take photo and fingerprints, present ID documents

**Contact Information** Laura Rigas

(b)(6)

**What is the name of your sponsoring organization?**  
1401



**Holden, Ronald**

---

**Subject:** FW: Smithsonian Advance

**Start:** Monday, March 27, 2017 8:00 AM  
**End:** Monday, March 27, 2017 9:00 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Holden, Ronald  
**Required Attendees:** Rigas, Laura; Rizzo, Juliette; Berman, Sara; Oberlies, Michael  
**Optional Attendees:** Cox-Roush, Deborah

-----Original Appointment-----

**From:** Holden, Ronald  
**Sent:** Tuesday, March 21, 2017 7:14 PM  
**To:** Holden, Ronald; Rigas, Laura; Rizzo, Juliette; Berman, Sara; Oberlies, Michael  
**Subject:** Smithsonian Advance  
**When:** Monday, March 27, 2017 8:00 AM-9:00 AM (UTC-05:00) Eastern Time (US & Canada).  
**Where:**

**Holden, Ronald**

---

**Subject:** Smithsonian Advance (meet at independence and 6th)  
**Location:** National Air and Space Museum - Independence Ave SW & 6th St SW,  
Washington, DC 20004, United States

**Start:** Monday, March 27, 2017 7:30 AM  
**End:** Monday, March 27, 2017 8:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Holden, Ronald  
**Required Attendees:** Rizzo, Juliette; Berman, Sara; Cox-Roush, Deborah; Rigas, Laura;  
Oberlies, Michael

**Rigas, Laura**

---

**Subject:** Advance/Press Meeting with Smithsonian  
**Location:** Smithsonian's Air and Space Museum; 600 Independence Avenue, SW  
Washington, DC 20560  
  
**Start:** Friday, March 24, 2017 3:30 PM  
**End:** Friday, March 24, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Holden, Ronald; Rizzo, Juliette; Bailey, Nathan; Cox-Roush, Deborah

Will get a call-in number for Nate and Ron. This will focus on the press strategy.

**Rigas, Laura**

---

**Subject:** Advance Meeting with Smithsonian  
**Location:** Smithsonian's Air and Space Museum; 600 Independence Avenue, SW  
Washington, DC 20560  
  
**Start:** Friday, March 24, 2017 3:30 PM  
**End:** Friday, March 24, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Holden, Ronald; Bailey, Nathan; Rizzo, Juliette; Cox-Roush, Deborah

Will get a call-in number for Nate and Ron.

**Rigas, Laura**

---

**Subject:** Advance/Press Meeting with Smithsonian  
**Location:** Smithsonian's Air and Space Museum; 600 Independence Avenue, SW  
Washington, DC 20560  
  
**Start:** Friday, March 24, 2017 3:30 PM  
**End:** Friday, March 24, 2017 4:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Cox-Roush, Deborah; Rizzo, Juliette; Holden, Ronald; Bailey, Nathan

Will get a call-in number for Nate and Ron. This will focus on the press strategy.

**Rigas, Laura**

---

**Subject:** Call with Russ and Alexandra

**Start:** Friday, March 24, 2017 11:30 AM

**End:** Friday, March 24, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** Event Walk through with Smithsonian  
**Location:** Smithsonian's Air and Space Museum; 600 Independence Avenue, SW  
Washington, DC 20560  
  
**Start:** Friday, March 24, 2017 2:00 PM  
**End:** Friday, March 24, 2017 3:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Cox-Roush, Deborah; Rizzo, Juliette

We will do a full program walk through with Smithsonian staff

**Rigas, Laura**

---

**Subject:** Event Walk through with Smithsonian  
**Location:** Smithsonian's Air and Space Museum; 600 Independence Avenue, SW Washington, DC 20560  
  
**Start:** Friday, March 24, 2017 2:30 PM  
**End:** Friday, March 24, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Cox-Roush, Deborah; Rizzo, Juliette; Holden, Ronald

We will do a full program walk through with Smithsonian staff



**Rigas, Laura**

---

**Subject:** Advance meeting

**Location:** 7th floor Bullpen

**Start:** Monday, March 27, 2017 2:30 PM

**End:** Monday, March 27, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Required Attendees:** Bailey, Nathan; Cox-Roush, Deborah; Rizzo, Juliette;  
Delahunty, Sarah; Oberlies, Michael; Holden, Ronald;  
Berrios, Oscar

**Rigas, Laura**

---

**Subject:** Meet Juliette at guard station at Education's MD ave entrance

**Start:** Friday, March 24, 2017 2:20 PM

**End:** Friday, March 24, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Required Attendees:** Cox-Roush, Deborah

**Rigas, Laura**

---

**Subject:** Meet Juliette at guard station at Education's MD ave entrance

**Start:** Friday, March 24, 2017 2:20 PM

**End:** Friday, March 24, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Rigas, Laura

**Required Attendees:** Cox-Roush, Deborah

## Maureen Hoyler

---

**Subject:** Conference Call re: University of Alaska Fairbanks Upward Bound  
**Location:** Dial-in numbers in the invitation; Access Code (b)(6)  
**Start:** Monday, March 27, 2017 10:30 AM  
**End:** Monday, March 27, 2017 11:00 AM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Maureen Hoyler  
**Required Attendees:** Ward, Jerry; jdmonahan@alaska.edu; kturnbough@alaska.edu; wards@gci.net

d\plain

d\plain

### d\plainJoin the audio conference:

Dial a phone number and enter access code, or connect via internet.

#### By phone:

United States - Washington

d\plainUnited States - Atlanta

United States - Camden,

United States - Hartford,

United States - Los Angeles

United States - New York

United States - San Francisco

United States - Tampa, FL

d\sb240\plainAccess Code

d\sb240\plain

d\plain

**Subject:** Lisa's Farewell

**Location:** LBJ Auditorium

**Start:** Monday, April 03, 2017 4:30 PM

**End:** Monday, April 03, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Gelobter, Lisa

**Required Attendees:** Churchwell, Nikki; Moore, Ken; Leigh, Sariane; Hoblitzell, Barbara; Doyle, William; Santy, Ross; DeCosta, Marcus; Mayes, Edgar; Dolan, Oliver; Gonzalez, Zelma; Runcie, James; Simpson, JB; McDonald, Walter; Harris, Ashley; Appel, Jeff; Sackett, Chase; Ayanian, Margaret; Hurt, John; Yeung, Wing; Johnston, Michael; Spann, Brendon; Metzger, Ivan; Tesoriero, Vanessa; Dedert, Mitchell; Pacchetti, Ed; Buchesky, Stanley; Metcalf, Catherine; Anthony, Emily; Sessa, Matthew; Alston, Nichelle; Ballard, Rene; Chester, LaVerne; Beth, Brittany; DiCarlo, Lisa; Henderson, LaShonda; Flowers, Jamon; McCabe, Sandi; Harris, Tracey (FSA); Parkinson, Misty; Pemberton, Tina; Foss, Ian; Stracke, Linda; Madoo, Brent G.; Goldstein, Barry; Tu, Steve; Smith, Richard; Hammersmith, Carollynn; Holland, Linda; Leith, William; Conaty, Joe; McGinnis, Colleen; Marini, Tara; Hayhurst, Sara; Gray, Jason; Styles, Kathleen; Douglas, Jennifer; Alfuth, Jon; Hardy, Eric; Wensil, Brenda; Wise, Andrea; Pabulos, Kaegy; GonzalezTorres, Jose; Vuong, Sandra; Turner, Gabrielle; Bloom, Lauren; Turner, Katrina; Callahan, Nicole; Bhagat, Wendy; Hay, Sarah; Long, Brenda; Thares, Susan; Washington, Cameron; Martinez, Abraham; Butler, Angela; Solares, Grace; Bounds, Herman; Goodsell, Jonathan; Thomas, Ashlee; McArdle, Sophia; Harris, Nikki; Fu, Brian; Yoder, James; Baker, Jeff; Juengst, Phillip; Funkhouser, Janie; Reeves, Richard; Trettin, Sara; Johnston, Chris; Kovacs, Steve; Ponce, Carola; Holmes, David

**d\plain\f0Description:**

- General merriment
- A chance to celebrate all the wonderful team members I've gotten to work with over the past 2 years.

d\plain\f0What to bring:

- Yourselfes

d\plain\f0

## Buchesky, Stanley

---

**Subject:** Travel

**Start:** Monday, March 27, 2017 8:30 AM  
**End:** Monday, March 27, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Rigas, Laura**

---

**Subject:** Call with Andrea

**Start:** Wednesday, March 29, 2017 2:00 PM

**End:** Wednesday, March 29, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura



**Subject:** Invitation: Call w/ Laura Rigas @ Wed Mar 29, 2017 2pm - 2:30pm (EDT) (laura.rigas@ed.gov)

**Location:** Andrea calls Laura: (202) 453-6198

**Start:** Wednesday, March 29, 2017 2:00 PM

**End:** Wednesday, March 29, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** azimmermann@careertech.org

**Required Attendees:** Rigas, Laura

**Attachments:** invite.ics

**d\intbl\cbpat2\plainCall w/ Laura Rigas**

[d\intbl\cbpat2\plain\0more details »](#)

Wed Mar 29, 2017 2pm – 2:30pm Eastern Time

d\intbl\itap2\cbpat2\plain\0When

Andrea calls Laura: (202) 453-6198 ([map](#))

d\intbl\itap2\cbpat2\plain\0Where

[https://plus.google.com/hangouts/\\_/careertech.org/azimmermann](https://plus.google.com/hangouts/_/careertech.org/azimmermann)

d\intbl\itap2\cbpat2\plain\0Video call

[laura.rigas@ed.gov](mailto:laura.rigas@ed.gov)

d\intbl\itap2\cbpat2\plain\0Calendar

(b)(6)

d\intbl\itap2\cbpat2\plain\0Who

- organizer

d\intbl\cbpat2\plain\0Going? [Yes](#) - [Maybe](#) - [No more options »](#)

d\intbl\cbpat7\plain\0Invitation from [Google Calendar](#)

(b)(6)

Google account at <https://www.google.com/calendar/> and control your notification settings for your entire calendar.

d\intb\cbpat7\sb280\plain\0Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More](#)

**Call w/ Laura Rigas**  
**Andrea calls Laura: (202) 453-6198**  
**20170329T180000Z**  
**CONFIRMED**

**PRODID**

-//Google Inc//Google Calendar 70.9054//EN

**Version**

2.0

**CALSCALE**

GREGORIAN

**METHOD**

REQUEST

**Start Date/Time**

20170329T180000Z

**End Date/Time**

20170329T183000Z

**DTSTAMP**

20170324T221059Z

**ORGANIZER** ( CN=azimmermann@careertech.org )

mailto:azimmermann@careertech.org

**UID**

g9e4h87thv346m8e7abdj72bds@google.com

**Attendee**

<b><u>Attendee</u></b>	<b><u>mailto:laura.rigas@ed.gov</u></b>
<i>Role</i>	REQ-PARTICIPANT
<i>RSVP</i>	TRUE

**Attendee**

<b><u>Attendee</u></b>	<b><u>mailto:azimmermann@careertech.org</u></b>
<i>Role</i>	REQ-PARTICIPANT
<i>RSVP</i>	TRUE

**CREATED**

20170324T221004Z

**Description**

This event has a Google Hangouts video call.

(b)(6)

**Last Modified**

20170324T221059Z

**Location**

Andrea calls Laura: (202) 453-6198

**Sequence Number**

0

**Status**

CONFIRMED

**Summary**

Call w/ Laura Rigas

**Time Transparency**

OPAQUE

**Rigas, Laura**

---

**Subject:** Photographer

**Start:** Monday, March 27, 2017 9:30 AM

**End:** Monday, March 27, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

## Buchesky, Stanley

---

**Subject:** Work on cos briefing

**Start:** Tuesday, March 28, 2017 9:30 AM

**End:** Tuesday, March 28, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Required Attendees:** Ham, Holly; Reynolds, Cody

Holly join us if you can

**Rigas, Laura**

---

**Subject:** Advance meeting  
**Location:** 7th floor Bullpen  
  
**Start:** Monday, March 27, 2017 1:30 PM  
**End:** Monday, March 27, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Rigas, Laura  
**Required Attendees:** Bailey, Nathan; Cox-Roush, Deborah; Rizzo, Juliette;  
Delahunty, Sarah; Oberlies, Michael; Holden, Ronald

Sorry, need to have this before our 2pm meeting with Josh. Thanks!

**Young, Patrick**

---

**Subject:** OPM follow interview

**Start:** Wednesday, March 29, 2017 4:00 PM

**End:** Wednesday, March 29, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick



**Brickman, Michael**

---

**Subject:** Michael and Patrick Meet  
**Location:** Patrick's Office  
  
**Start:** Tuesday, March 28, 2017 10:00 AM  
**End:** Tuesday, March 28, 2017 10:30 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Declined  
  
**Organizer:** Brickman, Michael  
**Required Attendees:** Young, Patrick

**Cox-Roush, Deborah**

---

**Subject:** Event with Secretary DeVos and Ivanka Air and Space

**Start:** Tuesday, March 28, 2017 7:30 AM

**End:** Tuesday, March 28, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Brickman, Michael**

---

**Subject:** Michael and Patrick Meet  
**Location:** Patrick's Office

**Start:** Wednesday, March 29, 2017 10:00 AM  
**End:** Wednesday, March 29, 2017 10:30 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Brickman, Michael  
**Required Attendees:** Young, Patrick

**Young, Patrick**

---

**Subject:** Interview with (b)(6)  
**Location:** phone  
**Start:** Tuesday, March 28, 2017 4:00 PM  
**End:** Tuesday, March 28, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Very Tentative (b)(6) interview  
**Location:** my office  
**Start:** Wednesday, March 29, 2017 2:00 PM  
**End:** Wednesday, March 29, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Talk with Patrick Young regarding OM  
**Location:** office  
  
**Start:** Monday, March 27, 2017 4:00 PM  
**End:** Monday, March 27, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ham, Holly

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Thursday, March 30, 2017 2:00 PM  
**End:** Thursday, March 30, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Call

**Start:** Tuesday, March 28, 2017 8:00 AM

**End:** Tuesday, March 28, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Travel

**Start:** Tuesday, March 28, 2017 9:00 AM

**End:** Tuesday, March 28, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Hank Rennar

---

**Subject:** Phone Conference  
**Location:** Washington/Houston

**Start:** Thursday, March 30, 2017 2:00 PM  
**End:** Thursday, March 30, 2017 2:30 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** (b)(6)  
**Required Attendees:** Young, Patrick

d\plainConfirmed phone interview at 2:00Pm EST (1:00PM CST)...Patrick will initiate the call to (b)(6) office  
(b)(6)

d\plain

d\plainNOTE: This email may contain PRIVILEGED and/or CONFIDENTIAL information and is intended solely for the use of the specific individual(s) or entity to which it is addressed. If you have received this email in error, please delete it and immediately notify the sender named above by reply email. If you are not the intended recipient of this email, you are hereby notified that any unauthorized use, dissemination or copying of this email or the information contained in it or attached to it is strictly prohibited. E-mail transmission cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message, which arise as a result of e-mail transmission.

**Jones, Amy**

---

**Subject:** Conf. Call/WEB EX

**Start:** Thursday, March 30, 2017 1:00 PM  
**End:** Thursday, March 30, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** phone

**Start:** Friday, March 31, 2017 1:00 PM

**End:** Friday, March 31, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Thursday, March 30, 2017 3:00 PM  
**End:** Thursday, March 30, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Ruddock, Neil**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

Monday, April 03, 2017 6:00 PM

**End:**

Monday, April 03, 2017 7:30 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Shields, Michael L. (OGC)**

---

**Subject:** Discussion of Ethics Questions  
**Location:** Deborah Cox-Roush's Office, Room 7C103  
  
**Start:** Tuesday, March 28, 2017 1:00 PM  
**End:** Tuesday, March 28, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Shields, Michael L. (OGC)  
**Required Attendees:** Cox-Roush, Deborah

**Young, Patrick**

---

**Subject:** Tentative (b)(6) interview  
**Location:** phone  
**Start:** Thursday, March 30, 2017 4:00 PM  
**End:** Thursday, March 30, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick



**Runcie, James**

---

**Subject:** HOLD (b)(5)  
**Location:** LBJ - Room TBD

**Start:** Wednesday, March 29, 2017 2:30 PM  
**End:** Wednesday, March 29, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Runcie, James  
**Required Attendees:** Buchesky, Stanley; Ham, Holly; Reynolds, Cody

d\plain

d\plain

**Runcie, James**

---

**Subject:** (b)(5)

**Location:** LBJ - Stanley's Office #7W209

**Start:** Wednesday, March 29, 2017 2:30 PM

**End:** Wednesday, March 29, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Runcie, James

**Required Attendees:** Buchesky, Stanley; Ham, Holly; Reynolds, Cody; Leith, William; Curran, Frank D.

**Young, Patrick**

---

**Subject:** Michael Brickman

**Start:** Wednesday, March 29, 2017 10:00 AM

**End:** Wednesday, March 29, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** phone  
**Start:** Wednesday, March 29, 2017 5:00 PM  
**End:** Wednesday, March 29, 2017 5:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** phone  
**Start:** Wednesday, March 29, 2017 2:00 PM  
**End:** Wednesday, March 29, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Touch Base  
**Location:** 7C111  
  
**Start:** Wednesday, March 29, 2017 1:00 PM  
**End:** Wednesday, March 29, 2017 1:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ward, Jerry  
**Optional Attendees:** Cox-Roush, Deborah

**Young, Patrick**

---

**Subject:** Touch Base  
**Location:** 7C111  
  
**Start:** Wednesday, March 29, 2017 12:00 PM  
**End:** Wednesday, March 29, 2017 12:30 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ward, Jerry  
**Optional Attendees:** Cox-Roush, Deborah

Young, Patrick

---

**Subject:** Touch Base  
**Location:** 7C111

**Start:** Wednesday, March 29, 2017 12:00 PM  
**End:** Wednesday, March 29, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Young, Patrick  
**Required Attendees:** Ward, Jerry  
**Optional Attendees:** Cox-Roush, Deborah



**Young, Patrick**

---

**Subject:** Tentative (b)(6) interview  
**Location:** phone (b)(6)  
**Start:** Wednesday, March 29, 2017 2:30 PM  
**End:** Wednesday, March 29, 2017 3:00 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** New Appointment

**Start:** Tuesday, March 28, 2017 2:30 PM

**End:** Tuesday, March 28, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** Tentative (b)(6) Interview  
**Location:** Phone [REDACTED]  
**Start:** Friday, March 31, 2017 2:00 PM  
**End:** Friday, March 31, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** KW

**Start:** Tuesday, March 28, 2017 4:30 PM  
**End:** Tuesday, March 28, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** LM

**Start:** Tuesday, March 28, 2017 3:00 PM

**End:** Tuesday, March 28, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Ruddock, Neil

---

**Subject:** New Year's Day  
**Location:** United States  
  
**Start:** Sunday, January 01, 2012 12:00 AM  
**End:** Monday, January 02, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Groundhog Day  
**Location:** United States  
  
**Start:** Thursday, February 02, 2012 12:00 AM  
**End:** Friday, February 03, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Valentine's Day  
**Location:** United States  
  
**Start:** Tuesday, February 14, 2012 12:00 AM  
**End:** Wednesday, February 15, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** St. Patrick's Day  
**Location:** United States  
  
**Start:** Saturday, March 17, 2012 12:00 AM  
**End:** Sunday, March 18, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 08, 2012 12:00 AM  
**End:** Monday, April 09, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Monday, April 16, 2012 12:00 AM  
**End:** Tuesday, April 17, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 25, 2012 12:00 AM  
**End:** Thursday, April 26, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 13, 2012 12:00 AM  
**End:** Monday, May 14, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 28, 2012 12:00 AM  
**End:** Tuesday, May 29, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States

**Start:** Sunday, June 17, 2012 12:00 AM  
**End:** Monday, June 18, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Independence Day  
**Location:** United States  
  
**Start:** Wednesday, July 04, 2012 12:00 AM  
**End:** Thursday, July 05, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 03, 2012 12:00 AM  
**End:** Tuesday, September 04, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 08, 2012 12:00 AM  
**End:** Tuesday, October 09, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Halloween  
**Location:** United States  
  
**Start:** Wednesday, October 31, 2012 12:00 AM  
**End:** Thursday, November 01, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 06, 2012 12:00 AM  
**End:** Wednesday, November 07, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Veteran's Day  
**Location:** United States  
  
**Start:** Sunday, November 11, 2012 12:00 AM  
**End:** Monday, November 12, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Veteran's Day (Observed)  
**Location:** United States

**Start:** Monday, November 12, 2012 12:00 AM  
**End:** Tuesday, November 13, 2012 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 22, 2012 12:00 AM  
**End:** Friday, November 23, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 23, 2012 12:00 AM  
**End:** Saturday, November 24, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Christmas Eve  
**Location:** United States  
  
**Start:** Monday, December 24, 2012 12:00 AM  
**End:** Tuesday, December 25, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Christmas Day  
**Location:** United States  
  
**Start:** Tuesday, December 25, 2012 12:00 AM  
**End:** Wednesday, December 26, 2012 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** New Year's Eve  
**Location:** United States  
  
**Start:** Monday, December 31, 2012 12:00 AM  
**End:** Tuesday, January 01, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 21, 2013 12:00 AM  
**End:** Tuesday, January 22, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 18, 2013 12:00 AM  
**End:** Tuesday, February 19, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States

**Start:** Sunday, March 31, 2013 12:00 AM  
**End:** Monday, April 01, 2013 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Monday, April 15, 2013 12:00 AM  
**End:** Tuesday, April 16, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 24, 2013 12:00 AM  
**End:** Thursday, April 25, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 12, 2013 12:00 AM  
**End:** Monday, May 13, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 27, 2013 12:00 AM  
**End:** Tuesday, May 28, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 16, 2013 12:00 AM  
**End:** Monday, June 17, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 02, 2013 12:00 AM  
**End:** Tuesday, September 03, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 14, 2013 12:00 AM  
**End:** Tuesday, October 15, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 05, 2013 12:00 AM  
**End:** Wednesday, November 06, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 28, 2013 12:00 AM  
**End:** Friday, November 29, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 29, 2013 12:00 AM  
**End:** Saturday, November 30, 2013 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 20, 2014 12:00 AM  
**End:** Tuesday, January 21, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 17, 2014 12:00 AM  
**End:** Tuesday, February 18, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Tuesday, April 15, 2014 12:00 AM  
**End:** Wednesday, April 16, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 20, 2014 12:00 AM  
**End:** Monday, April 21, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 23, 2014 12:00 AM  
**End:** Thursday, April 24, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 11, 2014 12:00 AM  
**End:** Monday, May 12, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 26, 2014 12:00 AM  
**End:** Tuesday, May 27, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 15, 2014 12:00 AM  
**End:** Monday, June 16, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 01, 2014 12:00 AM  
**End:** Tuesday, September 02, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 13, 2014 12:00 AM  
**End:** Tuesday, October 14, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States

**Start:** Tuesday, November 04, 2014 12:00 AM  
**End:** Wednesday, November 05, 2014 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 27, 2014 12:00 AM  
**End:** Friday, November 28, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 28, 2014 12:00 AM  
**End:** Saturday, November 29, 2014 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 19, 2015 12:00 AM  
**End:** Tuesday, January 20, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 16, 2015 12:00 AM  
**End:** Tuesday, February 17, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States

**Start:** Sunday, April 05, 2015 12:00 AM  
**End:** Monday, April 06, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Wednesday, April 15, 2015 12:00 AM  
**End:** Thursday, April 16, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 22, 2015 12:00 AM  
**End:** Thursday, April 23, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 10, 2015 12:00 AM  
**End:** Monday, May 11, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 25, 2015 12:00 AM  
**End:** Tuesday, May 26, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 21, 2015 12:00 AM  
**End:** Monday, June 22, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Independence Day (Observed)  
**Location:** United States

**Start:** Friday, July 03, 2015 12:00 AM  
**End:** Saturday, July 04, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 07, 2015 12:00 AM  
**End:** Tuesday, September 08, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day

**Location:** United States

**Start:** Monday, October 12, 2015 12:00 AM

**End:** Tuesday, October 13, 2015 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 03, 2015 12:00 AM  
**End:** Wednesday, November 04, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 26, 2015 12:00 AM  
**End:** Friday, November 27, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 27, 2015 12:00 AM  
**End:** Saturday, November 28, 2015 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 18, 2016 12:00 AM  
**End:** Tuesday, January 19, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 15, 2016 12:00 AM  
**End:** Tuesday, February 16, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, March 27, 2016 12:00 AM  
**End:** Monday, March 28, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Friday, April 15, 2016 12:00 AM  
**End:** Saturday, April 16, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 27, 2016 12:00 AM  
**End:** Thursday, April 28, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States

**Start:** Sunday, May 08, 2016 12:00 AM  
**End:** Monday, May 09, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 30, 2016 12:00 AM  
**End:** Tuesday, May 31, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States

**Start:** Sunday, June 19, 2016 12:00 AM  
**End:** Monday, June 20, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 05, 2016 12:00 AM  
**End:** Tuesday, September 06, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day

**Location:** United States

**Start:** Monday, October 10, 2016 12:00 AM

**End:** Tuesday, October 11, 2016 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 08, 2016 12:00 AM  
**End:** Wednesday, November 09, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 24, 2016 12:00 AM  
**End:** Friday, November 25, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 25, 2016 12:00 AM  
**End:** Saturday, November 26, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Christmas Holiday (Observed)  
**Location:** United States  
  
**Start:** Monday, December 26, 2016 12:00 AM  
**End:** Tuesday, December 27, 2016 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** New Year's Day (Observed)  
**Location:** United States  
  
**Start:** Monday, January 02, 2017 12:00 AM  
**End:** Tuesday, January 03, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 16, 2017 12:00 AM  
**End:** Tuesday, January 17, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 20, 2017 12:00 AM  
**End:** Tuesday, February 21, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Easter Day  
**Location:** United States  
**Start:** Sunday, April 16, 2017 12:00 AM  
**End:** Monday, April 17, 2017 12:00 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Monday, April 17, 2017 12:00 AM  
**End:** Tuesday, April 18, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 26, 2017 12:00 AM  
**End:** Thursday, April 27, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 14, 2017 12:00 AM  
**End:** Monday, May 15, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 29, 2017 12:00 AM  
**End:** Tuesday, May 30, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 18, 2017 12:00 AM  
**End:** Monday, June 19, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 04, 2017 12:00 AM  
**End:** Tuesday, September 05, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day

**Location:** United States

**Start:** Monday, October 09, 2017 12:00 AM

**End:** Tuesday, October 10, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 07, 2017 12:00 AM  
**End:** Wednesday, November 08, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Veteran's Day (Observed)  
**Location:** United States

**Start:** Friday, November 10, 2017 12:00 AM  
**End:** Saturday, November 11, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 23, 2017 12:00 AM  
**End:** Friday, November 24, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 24, 2017 12:00 AM  
**End:** Saturday, November 25, 2017 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 15, 2018 12:00 AM  
**End:** Tuesday, January 16, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 19, 2018 12:00 AM  
**End:** Tuesday, February 20, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 01, 2018 12:00 AM  
**End:** Monday, April 02, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Monday, April 16, 2018 12:00 AM  
**End:** Tuesday, April 17, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 25, 2018 12:00 AM  
**End:** Thursday, April 26, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States

**Start:** Sunday, May 13, 2018 12:00 AM  
**End:** Monday, May 14, 2018 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 28, 2018 12:00 AM  
**End:** Tuesday, May 29, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 17, 2018 12:00 AM  
**End:** Monday, June 18, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 03, 2018 12:00 AM  
**End:** Tuesday, September 04, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 08, 2018 12:00 AM  
**End:** Tuesday, October 09, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 06, 2018 12:00 AM  
**End:** Wednesday, November 07, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Veteran's Day (Observed)  
**Location:** United States  
  
**Start:** Monday, November 12, 2018 12:00 AM  
**End:** Tuesday, November 13, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 22, 2018 12:00 AM  
**End:** Friday, November 23, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 23, 2018 12:00 AM  
**End:** Saturday, November 24, 2018 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 21, 2019 12:00 AM  
**End:** Tuesday, January 22, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 18, 2019 12:00 AM  
**End:** Tuesday, February 19, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Monday, April 15, 2019 12:00 AM  
**End:** Tuesday, April 16, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 21, 2019 12:00 AM  
**End:** Monday, April 22, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 24, 2019 12:00 AM  
**End:** Thursday, April 25, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States

**Start:** Sunday, May 12, 2019 12:00 AM  
**End:** Monday, May 13, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 27, 2019 12:00 AM  
**End:** Tuesday, May 28, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States

**Start:** Sunday, June 16, 2019 12:00 AM  
**End:** Monday, June 17, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 02, 2019 12:00 AM  
**End:** Tuesday, September 03, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day

**Location:** United States

**Start:** Monday, October 14, 2019 12:00 AM

**End:** Tuesday, October 15, 2019 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 05, 2019 12:00 AM  
**End:** Wednesday, November 06, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 28, 2019 12:00 AM  
**End:** Friday, November 29, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 29, 2019 12:00 AM  
**End:** Saturday, November 30, 2019 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 20, 2020 12:00 AM  
**End:** Tuesday, January 21, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 17, 2020 12:00 AM  
**End:** Tuesday, February 18, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 12, 2020 12:00 AM  
**End:** Monday, April 13, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Wednesday, April 15, 2020 12:00 AM  
**End:** Thursday, April 16, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 22, 2020 12:00 AM  
**End:** Thursday, April 23, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 10, 2020 12:00 AM  
**End:** Monday, May 11, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 25, 2020 12:00 AM  
**End:** Tuesday, May 26, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States

**Start:** Sunday, June 21, 2020 12:00 AM  
**End:** Monday, June 22, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Independence Day (Observed)  
**Location:** United States

**Start:** Friday, July 03, 2020 12:00 AM  
**End:** Saturday, July 04, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 07, 2020 12:00 AM  
**End:** Tuesday, September 08, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day

**Location:** United States

**Start:** Monday, October 12, 2020 12:00 AM

**End:** Tuesday, October 13, 2020 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 03, 2020 12:00 AM  
**End:** Wednesday, November 04, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 26, 2020 12:00 AM  
**End:** Friday, November 27, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 27, 2020 12:00 AM  
**End:** Saturday, November 28, 2020 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 18, 2021 12:00 AM  
**End:** Tuesday, January 19, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 15, 2021 12:00 AM  
**End:** Tuesday, February 16, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 04, 2021 12:00 AM  
**End:** Monday, April 05, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Thursday, April 15, 2021 12:00 AM  
**End:** Friday, April 16, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 21, 2021 12:00 AM  
**End:** Thursday, April 22, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 09, 2021 12:00 AM  
**End:** Monday, May 10, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 31, 2021 12:00 AM  
**End:** Tuesday, June 01, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



## Ruddock, Neil

---

**Subject:** Father's Day  
**Location:** United States

**Start:** Sunday, June 20, 2021 12:00 AM  
**End:** Monday, June 21, 2021 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Independence Day (Observed)  
**Location:** United States  
  
**Start:** Monday, July 05, 2021 12:00 AM  
**End:** Tuesday, July 06, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 06, 2021 12:00 AM  
**End:** Tuesday, September 07, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 11, 2021 12:00 AM  
**End:** Tuesday, October 12, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 02, 2021 12:00 AM  
**End:** Wednesday, November 03, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 25, 2021 12:00 AM  
**End:** Friday, November 26, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Day After Thanksgiving Day  
**Location:** United States  
  
**Start:** Friday, November 26, 2021 12:00 AM  
**End:** Saturday, November 27, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Christmas Holiday (Observed)  
**Location:** United States  
  
**Start:** Friday, December 24, 2021 12:00 AM  
**End:** Saturday, December 25, 2021 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** New Year's Day (Observed)  
**Location:** United States  
  
**Start:** Monday, January 03, 2022 12:00 AM  
**End:** Tuesday, January 04, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Martin Luther King Day  
**Location:** United States  
  
**Start:** Monday, January 17, 2022 12:00 AM  
**End:** Tuesday, January 18, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Presidents' Day  
**Location:** United States  
  
**Start:** Monday, February 21, 2022 12:00 AM  
**End:** Tuesday, February 22, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Tax Day  
**Location:** United States  
  
**Start:** Friday, April 15, 2022 12:00 AM  
**End:** Saturday, April 16, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Easter Day  
**Location:** United States  
  
**Start:** Sunday, April 17, 2022 12:00 AM  
**End:** Monday, April 18, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Administrative Professionals Day  
**Location:** United States  
  
**Start:** Wednesday, April 27, 2022 12:00 AM  
**End:** Thursday, April 28, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Mother's Day  
**Location:** United States  
  
**Start:** Sunday, May 08, 2022 12:00 AM  
**End:** Monday, May 09, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Memorial Day  
**Location:** United States  
  
**Start:** Monday, May 30, 2022 12:00 AM  
**End:** Tuesday, May 31, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil



**Ruddock, Neil**

---

**Subject:** Father's Day  
**Location:** United States  
  
**Start:** Sunday, June 19, 2022 12:00 AM  
**End:** Monday, June 20, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Labor Day  
**Location:** United States  
  
**Start:** Monday, September 05, 2022 12:00 AM  
**End:** Tuesday, September 06, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Columbus Day  
**Location:** United States  
  
**Start:** Monday, October 10, 2022 12:00 AM  
**End:** Tuesday, October 11, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Election Day  
**Location:** United States  
  
**Start:** Tuesday, November 08, 2022 12:00 AM  
**End:** Wednesday, November 09, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

## Ruddock, Neil

---

**Subject:** Thanksgiving Day  
**Location:** United States  
  
**Start:** Thursday, November 24, 2022 12:00 AM  
**End:** Friday, November 25, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Christmas Holiday (Observed)  
**Location:** United States  
  
**Start:** Monday, December 26, 2022 12:00 AM  
**End:** Tuesday, December 27, 2022 12:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Ruddock, Neil

**Rigas, Laura**

---

**Subject:** Heritage Call

**Start:** Tuesday, March 28, 2017 3:30 PM

**End:** Tuesday, March 28, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

**Jones, Amy**

---

**Subject:** Webinar: State Plan Peer Review Criteria Thursday, March 30, 2017, 2:00-3:30 PM ET

**Start:** Thursday, March 30, 2017 2:00 PM

**End:** Thursday, March 30, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy



**Rigas, Laura**

---

**Subject:** (b)(6)

**Start:**

**End:**

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura

## Buchesky, Stanley

---

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 07:12PM local time  
  
**Start:** Thursday, March 30, 2017 7:12 PM  
**End:** Thursday, March 30, 2017 8:35 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

### ITINERARY

AA OPERATED BY TRANS STATES AS AMERICAN EAGLE Flight 4331 Depart: DCA - Washington on Thu 30 Mar 2017 at 07:12PM Arrive: HPN - Westchester County on Thu 30 Mar 2017 at 08:35PM  
Booking Code: M Traveler Information: STAN BUCHESKY - Coach - 6C Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

**Buchesky, Stanley**

---

**Subject:** Travel

**Start:** Thursday, March 30, 2017 6:00 PM  
**End:** Thursday, March 30, 2017 7:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** LGA/DCA  
**Location:** New York (LGA) 07:00AM local time  
**Start:** Monday, April 03, 2017 7:00 AM  
**End:** Monday, April 03, 2017 8:28 AM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA Flight 2123

d\plain\f0Depart: LGA - New York on Mon 3 Apr 2017 at 07:00AM

d\plain\f0Arrive: DCA - Washington on Mon 3 Apr 2017 at 08:28AM

d\plain\f0Booking Code: D

d\plain\f0Traveler Information: STAN BUCHESKY - First - 3D

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal

format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

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d\plain\f0

## Buchesky, Stanley

---

**Subject:** Travel

**Start:** Monday, April 03, 2017 8:30 AM

**End:** Monday, April 03, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Rigas, Laura**

---

**Subject:** HKS call

**Start:** Wednesday, March 29, 2017 12:00 PM

**End:** Wednesday, March 29, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Rigas, Laura



**Rigas, Laura**

---

**Subject:** Philosophy Roundtable

**Start:** Thursday, March 30, 2017 11:00 AM

**End:** Thursday, March 30, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura



**Rigas, Laura**

---

**Subject:** Flight to Boston

**Start:** Friday, March 31, 2017 4:30 PM

**End:** Friday, March 31, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Friday, March 31, 2017 3:30 PM  
**End:** Friday, March 31, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** TT

**Start:** Friday, March 31, 2017 3:00 PM  
**End:** Friday, March 31, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Rigas, Laura**

---

**Subject:** STEAM event

**Start:** Tuesday, March 28, 2017 11:30 AM

**End:** Tuesday, March 28, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Young, Patrick**

---

**Subject:** (b)(6) Interview

**Location:** phone

**Start:** Friday, March 31, 2017 10:00 AM

**End:** Friday, March 31, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Rigas, Laura**

---

**Subject:** Lunch

**Start:** Friday, March 31, 2017 12:30 PM

**End:** Friday, March 31, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Rigas, Laura

**Buchesky, Stanley**

---

**Subject:** Simmons

**Start:** Wednesday, April 05, 2017 7:00 PM  
**End:** Wednesday, April 05, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Cox-Roush, Deborah**

---

**Subject:** Mitch Succession meeting  
**Location:** Mitch office  
  
**Start:** Thursday, March 30, 2017 8:30 AM  
**End:** Thursday, March 30, 2017 9:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Dedert, Mitchell (Mitchell.Dedert@ed.gov)

Discuss Succession fo

(b)(5)



**Young, Patrick**

---

**Subject:** (b)(6) Call(DoE)

**Start:** Monday, April 03, 2017 11:00 AM

**End:** Monday, April 03, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** DoD Interview  
**Location:** DoD  
  
**Start:** Wednesday, April 05, 2017 10:00 AM  
**End:** Wednesday, April 05, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Cox-Roush, Deborah**

---

**Subject:** Advance with Mary Kate Fisher  
**Location:** Washington Global Charter School, 525 School Street SW,  
Washington DC  
  
**Start:** Friday, March 31, 2017 9:00 AM  
**End:** Friday, March 31, 2017 10:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Friday, March 31, 2017 12:30 PM

**End:** Friday, March 31, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** phone  
**Start:** Tuesday, April 04, 2017 2:00 PM  
**End:** Tuesday, April 04, 2017 2:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6) Interview with Gillum (Speechwriter)  
**Location:** Gillum Office  
  
**Start:** Monday, April 03, 2017 4:30 PM  
**End:** Monday, April 03, 2017 5:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ferguson, Gillum; Cox-Roush, Deborah; Toner, Jana

Young, Patrick

---

**Subject:** (b)(6) Interview with Gillum (Speechwriter)  
**Location:** Gillum Office  
**Start:** Monday, April 03, 2017 4:30 PM  
**End:** Monday, April 03, 2017 5:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Young, Patrick  
**Required Attendees:** Ferguson, Gillum; Cox-Roush, Deborah; Toner, Jana

**Young, Patrick**

---

**Subject:** (b)(6) Interview with Gillum  
**Location:** Gillums Office  
  
**Start:** Thursday, April 06, 2017 10:30 AM  
**End:** Thursday, April 06, 2017 11:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ferguson, Gillum; Toner, Jana; Cox-Roush, Deborah



**Young, Patrick**

---

**Subject:** (b)(6) Interview with Gillum  
**Location:** Gillums Office  
  
**Start:** Thursday, April 06, 2017 3:00 PM  
**End:** Thursday, April 06, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Ferguson, Gillum; Toner, Jana; Cox-Roush, Deborah

Young, Patrick

---

**Subject:** (b)(6) Interview sit down with Josh Venable

**Location:** Gillums or COS Office

**Start:** Thursday, April 06, 2017 11:00 AM

**End:** Thursday, April 06, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Young, Patrick

**Required Attendees:** Toner, Jana; Cox-Roush, Deborah; Ferguson, Gillum

**Young, Patrick**

---

<b>Subject:</b>	(b)(6)	Interview sit down with Josh
<b>Location:</b>	Venable	phone call from Gillums office
<b>Start:</b>	Thursday, April 06, 2017 3:30 PM	
<b>End:</b>	Thursday, April 06, 2017 4:00 PM	
<b>Recurrence:</b>	(none)	
<b>Meeting Status:</b>	Accepted	
<b>Organizer:</b>	Young, Patrick	
<b>Required Attendees:</b>	Toner, Jana; Cox-Roush, Deborah; Ferguson, Gillum	

**Cox-Roush, Deborah**

---

**Subject:** Debbie Advance with Secretary and First Lady  
**Location:** Washington Global School, 525 School Street SW,  
Washington DC  
  
**Start:** Wednesday, April 05, 2017 11:30 AM  
**End:** Wednesday, April 05, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Debbie to visit Washington Global walkthrough prior to event

**Start:** Tuesday, April 04, 2017 11:00 AM  
**End:** Tuesday, April 04, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Young, Patrick**

---

**Subject:** Tentative Kim Richey Interview  
**Location:** Office  
  
**Start:** Tuesday, April 04, 2017 3:00 PM  
**End:** Tuesday, April 04, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** Hold to talk to Kim Richey post Patrick talking to her  
**Location:** WHL Office

**Start:** Tuesday, April 04, 2017 3:30 PM  
**End:** Tuesday, April 04, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Young, Patrick  
**Required Attendees:** Toner, Jana

**Young, Patrick**

---

**Subject:** Tentative Kim Richey Interview  
**Location:** Office  
  
**Start:** Tuesday, April 04, 2017 3:00 PM  
**End:** Tuesday, April 04, 2017 3:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Young, Patrick  
**Required Attendees:** Cox-Roush, Deborah



**Young, Patrick**

---

**Subject:** Hold to talk to Kim Richey post Patrick talking to her  
**Location:** WHL Office

**Start:** Tuesday, April 04, 2017 3:30 PM  
**End:** Tuesday, April 04, 2017 4:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Young, Patrick  
**Required Attendees:** Cox-Roush, Deborah; Toner, Jana

**Jones, Amy**

---

**Subject:** APPT OOO

**Start:** Monday, April 03, 2017 4:00 PM  
**End:** Monday, April 03, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** Conf. Call  
**Location:** Conf. Call  
  
**Start:** Monday, April 10, 2017 10:00 AM  
**End:** Monday, April 10, 2017 11:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Jones, Amy

Jones, Amy

---

**Subject:**

**Start:** Monday, April 10, 2017 10:00 AM

**End:** Monday, April 10, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Subject:** Excell walk through Excel Academy PCS  
www.greatschools.org/washington-dc/washington/602-Excel-Academy-PCS 2501 Martin Luther King Jr. Avenue, Washington, DC 20020

**Location:** 2501 Martin Luther King Jr. Avenue, Washington, DC 20020

**Start:** Monday, April 03, 2017 3:00 PM

**End:** Monday, April 03, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

1. **Excel Academy PCS**

[www.greatschools.org/washington-dc/washington/602-Excel-Academy-PCS](http://www.greatschools.org/washington-dc/washington/602-Excel-Academy-PCS)  
[2501 Martin Luther King Jr. Avenue, Washington, DC 20020](#)

**Young, Patrick**

---

**Subject:** (b)(6) interview  
**Location:** phone  
**Start:** Tuesday, April 04, 2017 4:00 PM  
**End:** Tuesday, April 04, 2017 4:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Cox-Roush, Deborah**

---

**Subject:** For 5:15Dial-In # (b)(6)

**Start:** Monday, April 03, 2017 5:15 PM

**End:** Monday, April 03, 2017 5:45 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

For 5:15

Dial-In # (b)(6)  
Meeting

## Buchesky, Stanley

---

**Subject:** New Appointment

**Start:** Tuesday, April 04, 2017 1:30 PM

**End:** Tuesday, April 04, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** Comms Loan

**Start:** Tuesday, April 04, 2017 3:45 PM

**End:** Tuesday, April 04, 2017 4:15 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** Meet with Aaron at OPM  
**Location:** 19 & Est.  
  
**Start:** Thursday, April 06, 2017 2:30 PM  
**End:** Thursday, April 06, 2017 4:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Young, Patrick

**Buchesky, Stanley**

---

**Subject:** Hannon TBD

**Start:** Friday, April 07, 2017 9:00 AM  
**End:** Friday, April 07, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Update meetings

**Start:** Friday, April 07, 2017 2:00 PM

**End:** Friday, April 07, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Schmidt, Ashlee**

---

**Subject:** OSS State Plan Office Hours

**Location:** 3C100

**Start:** Monday, April 10, 2017 2:00 PM

**End:** Monday, April 10, 2017 3:00 PM

**Show Time As:** Tentative

**Recurrence:** Weekly

**Recurrence Pattern:** every Monday from 2:00 PM to 3:00 PM

**Meeting Status:** Not yet responded

**Organizer:** Schmidt, Ashlee

**Required Attendees:** Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy

Call-in number: (b)(6)

**Schmidt, Ashlee**

---

**Subject:** OSS State Plan Office Hours

**Location:** 3C100

**Start:** Monday, April 10, 2017 2:00 PM

**End:** Monday, April 10, 2017 3:00 PM

**Recurrence:** Weekly

**Recurrence Pattern:** every Monday from 2:00 PM to 3:00 PM

**Meeting Status:** Accepted

**Organizer:** Schmidt, Ashlee

**Required Attendees:** Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy

Call-in number:

(b)(6)
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**Schmidt, Ashlee**

---

**Subject:** OSS State Plan Office Hours

**Location:** 3C100

**Start:** Tuesday, April 11, 2017 9:00 AM

**End:** Tuesday, April 11, 2017 10:00 AM

**Recurrence:** Weekly

**Recurrence Pattern:** every Tuesday from 9:00 AM to 10:00 AM

**Meeting Status:** Accepted

**Organizer:** Schmidt, Ashlee

**Required Attendees:** Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy

Call-in number

(b)(6)

**Schmidt, Ashlee**

---

**Subject:** OSS State Plan Office Hours

**Location:** 3C100

**Start:** Thursday, April 13, 2017 11:30 AM

**End:** Thursday, April 13, 2017 12:30 PM

**Recurrence:** Weekly

**Recurrence Pattern:** Occurs every Thursday from 11:30 AM to 12:30 PM effective 4/13/2017 until 6/8/2017.

**Meeting Status:** Accepted

**Organizer:** Schmidt, Ashlee

**Required Attendees:** Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy

Call-in number

(b)(6)



---

**Sent:** Tuesday, December 12, 2017 11:01 AM  
**To:** Schmidt, Ashlee; Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy; Wells, Michael; Butler, James; Johnson, Patricia; Muhammad, Faatimah; Roney, Collette  
**Attachments:** State Plan Office Hours Issues 4.20.17.docx; DE\_consolidatedStateplan.pdf

We are excited to kick off OSS State Plan Office Hours on Thursday, 4/20! We will spend the first 30 minutes of the meeting discussing expectations, etc. (OSS program officers will not be present at this part of the meeting) and then dive into State issues. State issues to be discussed at tomorrow's meeting are summarized in the attached document. The Delaware State plan is also attached for your reference.

Call-in number (b)(6)

# **State Template for the Consolidated State Plan Under the Every Student Succeeds Act**



## **CCSSO Template with Revised Template Questions Embedded**

**U.S. Department of Education**  
OMB Number: 1810-0576  
Expiration Date: November 30, 2019

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.



## DEPARTMENT OF EDUCATION

Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

April 3, 2017

Secretary of Education DeVos:

I am pleased to submit to you Delaware's Every Student Succeeds Act (ESSA) state plan. This final plan reflects months of collaboration between the Delaware Department of Education (DDOE) and its community members and other education stakeholders.

We are proud of the strong gains Delaware's public schools have made in recent years as graduation rates and academic proficiency levels have increased and opportunity gaps have started to close. Our teachers, school and district leaders, students, families and community partners have led this change. The efforts and innovations reflected in our ESSA plan are the result of months of extensive consultation and meaningful engagement with our community.

DDOE has received more than 1,000 comments submitted through online surveys, a dedicated ESSA email address, a Governor's ESSA Advisory Committee, discussion groups and community conversations. The valuable input received was critical to Delaware's plan development process.

Delaware worked in conjunction with the Council of Chief State School Officers on its template. We have used the previous U.S. Department of Education template, modified to reflect the three new questions and reworded questions. Thank you for allowing this flexibility.

With the support of Governor John Carney, I seek your approval of this plan. Thank you for the opportunity for Delaware's education stakeholders to work together to support improved outcomes for students. With your approval, the conversations that began during Delaware's ESSA plan development process also will set the stage for continued engagement through districts' plan development and implementation processes.

Sincerely,

(b)(6)

Susan S. Bunting  
Secretary of Education



## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

---

<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

### Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).



## Cover Page

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Karen Field Rogers, Deputy Secretary	<b>Telephone:</b> 302-735-4000
<b>Mailing Address:</b> Delaware Department of Education John G. Townsend Building 401 Federal Street, Suite 2 Dover, Delaware 19901	<b>Email Address:</b> Karenfield.rogers@doe.k12.de.us
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections</p>	
<b>Authorized SEA Representative (Printed Name)</b> Susan Bunting, Secretary of Education	<b>Telephone:</b> 302-735-4000
<b>Signature of Authorized SEA Representative</b> (b)(6)	<b>Date:</b> 4/3/2017
<b>Governor (Printed Name)</b> John Carney	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b> February 28, 2017 and on March 29, 2017 with revised template questions embedded
<b>Signature of Governor</b> (b)(6)	<b>Date:</b> 4/3/2017

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## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan. **or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)
- ☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.
- ☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.
- ☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.
- ☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.
- ☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix D



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## Section 1: Long-Term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

#### **March 13, 2017 Revised Template Question**

- A.4.iii.a.1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The Delaware Department of Education (DDOE) updated its vision, mission, and strategic priorities in August 2016 through an internal process that involved all branches of the department. The DDOE consolidated state plan and long-term goals and measurements of interim progress align with the updated statements below.

**Delaware Department of Education Vision:** Every learner ready for success in college, career, and life.

**Delaware Department of Education Mission:** To empower every learner with the highest-quality education through shared leadership, innovative practices, and exemplary services.





### Our priorities:

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning

The DDOE has been diligent about engaging a wide variety of stakeholders in conversations around selecting academic and school quality or student success indicators. The interactions have been robust and substantive and pushed the DDOE to extend our thinking beyond what is currently included in the accountability system. The DDOE is also establishing “ambitious state-designed, long-term goals” with measures of interim progress for all students and subgroups of students.

As stated in its June 30, 2015, ESEA Flexibility Waiver, the DDOE’s goal was to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2017 school year, thereby reducing achievement gaps. The majority of our stakeholders encouraged DDOE to maintain the gap closing methodology. With a steadfast commitment to our new Vision statement—Every learner ready for success in college, career, and life—we recognize that it is critical to focus energy and resources in order to close gaps and ensure that every learner is able to successfully transition to next steps beyond high school. The non-proficient 50% reduction is calculated by first identifying the 2015-2016 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long-term goal. For example:

#### Subgroup: All Students

Step 1: 2015-2016 Baseline Proficiency = 52.09%

Step 2:  $100\% - 52.09\% = 47.91\%$

Step 3: Reduction goal is 50% of 47.91% = 23.96%

Step 4: Add reduction goal to baseline proficiency to determine long-term goal (increase in proficiency) for the All Students subgroup  $23.96\% + 52.09\% = 76.05\%$

Under ESSA, we have an opportunity to revisit this approach. The majority of feedback received from stakeholder groups, including district superintendents and charter school leaders, indicated that the DDOE should continue using this methodology.

#### ii. Provide the baseline and long-term goals in the table below.

The tables below provide the starting point (2015-2016) for academic achievement by subgroup and by grade level in English/language arts (ELA) and mathematics. This was the second year the DDOE implemented the Smarter Balanced Assessment Consortium assessments (Smarter Assessments). The DDOE transitioned from Smarter Assessments to SAT as the high school measure of academic achievement (11<sup>th</sup> grade of a student’s third year of high school) beginning in the 2015-2016 school year.

The majority of feedback received from stakeholders indicated a strong endorsement for the DDOE to set ambitious and *achievable* long-term goals. The DDOE set 2030 as the proposed



target date for long-term improvement goals. The DDOE continues to consult with stakeholders regarding these targets. Delaware values biliteracy and bilingualism as essential 21<sup>st</sup> century skills. Therefore, our ESSA goals for ELs include metrics for content knowledge, as well as English proficiency, so LEAs are held accountable for the academic growth of their students and not just their English language proficiency.

Please note: the DDOE does not have three years of longitudinal data for student performance on either the Smarter Assessments in grades 3-8 or the SAT in high school. DDOE will revisit long-term goals once we have three years of data to determine whether the goals are still ambitious and achievable. DDOE may modify the goals based on those data.

**Summary Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.09%	76.05%	40.49%	70.25%
Economically disadvantaged students*	35.60%	67.80%	25.42%	62.71%
Children with disabilities*	13.48%	56.74%	10.36%	55.18%
English learners	15.14%	57.57%	18.10%	59.05%
African American	36.19%	68.10%	23.39%	61.70%
American Indian or Alaska Native	56.90%	78.45%	40.74%	70.37%
Asian	76.92%	88.46%	73.40%	86.70%
Native Hawaiian/ Other Pacific Islander	50.00%	75.00%	42.86%	71.43%
Hispanic or Latino	40.69%	70.35%	29.73%	64.87%
White	64.43%	82.22%	52.87%	76.44%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 3 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	53.84%	76.92%	55.13%	77.57%
Economically disadvantaged students*	37.97%	68.99%	39.85%	69.93%
Children with disabilities*	22.07%	61.04%	25.50%	62.75%
English learners	27.79%	63.90%	34.77%	67.39%
African American	39.41%	69.71%	38.64%	69.32%
American Indian or Alaska Native	57.50%	78.75%	50.00%	75.00%
Asian	79.89%	89.95%	87.30%	93.65%
Native Hawaiian/ Other Pacific Islander	61.54%	80.77%	61.54%	80.77%
Hispanic or Latino	40.35%	70.18%	44.27%	72.14%
White	66.35%	83.18%	67.97%	83.99%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

**Grade 4 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	55.90%	77.95%	50.55%	75.28%
Economically disadvantaged students*	38.75%	69.38%	33.82%	66.91%
Children with disabilities*	18.74%	59.37%	16.97%	58.49%
English learners	15.93%	57.97%	18.32%	59.16%
African American	40.96%	70.48%	32.71%	66.36%
American Indian or Alaska Native	62.16%	81.08%	48.65%	74.33%
Asian	81.58%	90.79%	81.07%	90.54%



	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
Native Hawaiian/ Other Pacific Islander	50.00%	75.00%	57.14%	78.57%
Hispanic or Latino	43.04%	71.52%	38.44%	69.22%
White	68.48%	84.24%	64.65%	82.33%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

#### Grade 5 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	60.28%	80.14%	41.54%	70.77%
Economically disadvantaged students*	44.37%	72.19%	26.47%	63.24%
Children with disabilities*	19.86%	59.93%	10.56%	55.28%
English learners	12.92%	56.46%	7.69%	53.85%
African American	44.31%	72.16%	23.01%	61.51%
American Indian or Alaska Native	66.67%	83.34%	42.86%	71.43%
Asian	85.16%	92.58%	74.18%	87.09%
Native Hawaiian/ Other Pacific Islander	83.33%	91.67%	53.85%	76.93%
Hispanic or Latino	49.20%	74.60%	29.37%	64.69%
White	72.99%	86.50%	55.99%	78.00%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 6 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	51.84%	75.92%	36.97%	68.49%
Economically disadvantaged students*	34.56%	67.28%	20.87%	60.44%
Children with disabilities*	11.42%	55.71%	7.61%	53.81%
English learners	6.90%	53.45%	3.28%	51.64%
African American	35.12%	67.56%	20.82%	60.41%
American Indian or Alaska Native	46.51%	73.26%	27.91%	63.96%
Asian	82.05%	91.03%	70.08%	85.04%
Native Hawaiian/ Other Pacific Islander	72.73%	86.37%	45.45%	72.73%
Hispanic or Latino	40.45%	70.23%	24.41%	62.21%
White	64.67%	82.34%	49.77%	74.89%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

**Grade 7 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.66%	76.33%	39.63%	69.82%
Economically disadvantaged students*	34.77%	67.39%	21.92%	60.96%
Children with disabilities*	11.77%	55.89%	7.85%	53.93%
English learners	5.59%	52.80%	6.91%	53.46%
African American	35.61%	67.81%	21.49%	60.75%
American Indian or Alaska Native	67.44%	83.72%	54.55%	77.28%
Asian	82.32%	91.16%	77.18%	88.59%



	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
Native Hawaiian/ Other Pacific Islander	30.00%	65.00%	40.00%	70.00%
Hispanic or Latino	41.51%	70.76%	28.91%	64.46%
White	64.77%	82.39%	52.24%	76.12%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

#### Grade 8 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	54.16%	77.08%	37.74%	68.87%
Economically disadvantaged students*	36.46%	68.23%	19.97%	59.99%
Children with disabilities*	11.19%	55.60%	6.35%	53.18%
English learners	8.33%	54.17%	8.86%	54.43%
African American	38.27%	69.14%	19.99%	60.00%
American Indian or Alaska Native	55.1%	77.55%	40.82%	70.41%
Asian	80.89%	90.45%	73.64%	86.82%
Native Hawaiian/ Other Pacific Islander	22.22%	61.11%	33.33%	66.67%
Hispanic or Latino	43.63%	71.82%	25.02%	62.51%
White	66.64%	83.32%	51.24%	75.62%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 11 Table (SAT)**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.39%	76.20%	31.31%	65.66%
Economically disadvantaged students*	32.65%	66.33%	13.68%	56.84%
Children with disabilities*	11.12%	55.56%	3.99%	52.00%
English learners	6.21%	53.11%	5.26%	52.63%
African American	32.50%	66.25%	13.36%	56.68%
American Indian or Alaska Native	70.37%	85.19%	33.33%	66.67%
Asian	74.38%	87.19%	62.93%	81.47%
Native Hawaiian/ Other Pacific Islander	40.00%	70.00%	10.00%	55.00%
Hispanic or Latino	38.71%	69.36%	17.53%	58.77%
White	64.93%	82.47%	42.36%	71.18%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

### **March 13, 2017 Revised Template Questions**

A.4.iii.a.2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

A.4.iii.a.3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

DDOE's goal is to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2030 school year, thereby reducing proficiency gaps in subgroups statewide. As such, DDOE has established long-term and interim subgroup proficiency targets beginning in 2017-2018, with 2029-2030 as the target date to achieve its long-term goals (see Appendix A). This approach establishes the same long-term timeframe for all student subgroups, establishes proficiency targets based on the current performance of each subgroup, and expects larger improvements in the same timeframe from subgroups with lower baseline proficiency rates. State progress toward achieving its long-term goals will be monitored by measuring progress against the interim goals at regular intervals. As with the state goals, LEA goals will be set based on their current achievement levels, and their progress will be monitored against their interim and long-term goals for ELA and mathematics academic achievement.



## B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

### *March 13, 2017 Revised Template Question*

- A.4.iii.b.1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The DDOE, with the input of its stakeholders, has established ambitious long-term goals with measurements of interim progress for all students and subgroups for the four-year adjusted cohort graduation rates and for extended-year adjusted cohort graduation rates. Based on stakeholder feedback, the DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates. Feedback from stakeholders encouraged long-term goals to be set for a length of more than five years.

Ambitious long-term goals were developed to reduce the percentage of non-graduating students by 50% by 2030. This is calculated by first identifying the 2014-2015 baseline cohort graduation rate by subgroup, subtracting that percentage from 100%, dividing the result by 50%, which represents the desired reduction in the percentage of non-graduating students, and adding that percentage to the baseline to identify the long-term goal. For example:

Subgroup: All Students

Step 1: 2014-2015 Graduation Rate = 84.3%

Step 2:  $100\% - 84.3\% = 15.7\%$

Step 3: Reduction goal is 50% of 15.7% = 7.8%%

Step 4: Add reduction goal to baseline graduation rate to determine long-term goal (increase in graduation rate) for the All Students subgroup  $84.3\% + 7.8\% = 92.1\%$

Ambitious long-term goals were established for the four-year adjusted cohort graduation rate by reducing the amount of non-graduates by 50% through the year 2030. From 2012 to 2016, the all student group has increased by 4.8%. DDOE's 2030 ambitious goal is to have 92.15% of all students graduating in four years. This is a 7.9% increase over the 2016 baseline. Additionally, the four-year adjusted cohort rate goals are all above 90% for several student groups, including the All Students, African American, Asian or Native Hawaiian/Other Pacific Islander, and White populations.



- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Four-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2014-2015)	Long-Term Goal (2030)
All students	84.3%	92.1%
Economically disadvantaged students*	73.7%	86.8%
Children with disabilities*	63.7%	81.9%
English learners	68.7%	84.3%
African American	81.8%	90.6%
American Indian or Alaska Native	65.8%	82.9%
Asian or Native Hawaiian/Other Pacific Islander	93.7% – Asian >95.0% – Hawaiian	>95.0%
Hispanic or Latino	79.8%	90.0%
White	87.0%	93.5%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

### **March 13, 2017 Revised Template Question**

A.4.iii.b.2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The DDOE currently calculates and reports five-year and six-year adjusted cohort graduation rates. Based on stakeholder feedback received to date, DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates.

Ambitious long-term goals for five- and six-year adjusted cohort graduation goals were set by reducing the amount of non-graduates by 50% through the year 2030. From 2014-2016, the net change in graduation rate from year 4 to 5 was 1.4%, and the net change in graduation rate from year 5 to year 6 was .1%. DDOE's 2030 ambitious goal is to have 92.9% of all students graduating in five years and 92.99% graduating in six years.

Five-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2013-2014)	Long Term Goal (2030)
All students	85.8%	92.92%
Economically disadvantaged students*	79.9%	89.96%
Children with disabilities*	67.6%	83.82%
English learners	78.8%	89.39%
African American	82.2%	91.08%
American Indian or Alaska Native	94.7%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	97.00%
Hispanic or Latino	82.8%	91.4%
White	88.1%	94.04%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Six-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2013-2014)	Long Term Goal (2030)
All students	84.4%	92.99%
Economically disadvantaged students*	77.8%	90.02%
Children with disabilities*	64.1%	84.08%
English learners	75.0%	89.40%
African American	80.1%	91.19%
American Indian or Alaska Native	89.5%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	92.2%	97.0%
Hispanic or Latino	80.9%	91.40%
White	87.3%	94.09%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

### **March 13, 2017 Revised Template Questions**

- A.4.iii.b.3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.
- A.4.iii.b.4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.



Long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate were developed to support progress towards closing the statewide graduation rate gaps. Extended five- and six-year adjusted cohort graduation rate goals and measurements of interim progress were also developed to recognize students that may have needed additional time to complete coursework towards a diploma, including those with individualized education plans (IEPs). The long-term goals are higher for students with extended-year adjusted cohort graduation rates, representing expectations for significant progress.

### C. English Language Proficiency

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
  1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
  2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
  3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

### *March 13, 2017 Revised Template Questions*

#### 4.iii.c. English Language Proficiency.

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A

Feedback from stakeholders participating in the Governor's Advisory Committee, the English as a second language (ESL) Coordinator Group, and the Spanish-Language Community Engagement sessions indicated that English language growth should be calculated from the student's proficiency level at the point of entry and differentiated by grade level or grade band. As a result of this feedback, the DDOE structured English learner (EL) accountability measures so that they would account for individual differences among ELs. These differences include entering proficiency level and entering grade-level scale score.

The Governor's Advisory Committee, ESSA Discussion Groups, and ESL Coordinators requested that both short- and long-term growth and attainment targets be based on sound research. In response to this feedback, the DDOE is collaborating with researchers from World Class Instructional Design and Assessment (WIDA) and has held several technical assistance meetings with researchers and psychometricians from the Council of Chief State



Officers, State Collaborative on Assessment and Student Standards – English Learners (CCSSO, SCASS-EL).

Through assistance with WIDA researchers, technical assistance from CCSSO, and an analysis of Delaware EL success on the state ELA content assessments, the DDOE has determined that a student's exit target, or attainment target (AT), will be defined as a 5.0 composite proficiency level (PL) on the ACCESS for ELs 2.0 assessment. Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in English language proficiency (ELP) as ELs that meet the ELP cut scale score (SS) within the established timeframe consistent with a student's baseline PL (see Student-Level Interim Growth Targets Table below). Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 5.0 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.

### Interim ELP Growth Targets

Each student's AT is the SS at a PL 5.0 at the grade level for the year that they are expected to reach attainment. The number of years a student has to reach the AT varies from three to six years depending on the Year 1 baseline PL. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment. The table below illustrates the model.

EL ACCESS Growth Targets - Annual Calculation Method					
Year 1 Baseline ACCESS PL	Growth Target				
	Year 2	Year 3	Year 4	Year 5	Year 6
5.0 or Higher					
4.0 - 4.9	Year 1 SS plus SS progress to reach to AT divided by 2	SS for 5.0 two grades out (AT)			
3.0 - 3.9	Year 1 SS plus SS progress to reach to AT divided by 3	Year 2 SS plus SS progress to reach to AT divided by 2	SS for 5.0 three grades out (AT)		
2.0 - 2.9	Year 1 SS plus SS progress to reach to AT divided by 4	Year 2 SS plus SS progress to reach to AT divided by 3	Year 3 SS plus SS progress to reach to AT divided by 2	SS for 5.0 four grades out (AT)	
1.0 - 1.9	Year 1 SS plus SS progress to reach to AT divided by 5	Year 2 SS plus SS progress to reach to AT divided by 4	Year 3 SS plus SS progress to reach to AT divided by 3	Year 4 SS plus SS progress to reach to AT divided by 2	SS for 5.0 five grades out (AT)

#### Notes:

1. Attainment targets (AT) are highlighted in yellow.
2. Students receiving a performance level (PL) of 5.0 or higher on their initial ACCESS assessment (Year 1) are considered to have met their growth target.
3. Students scoring below 5.0 on their Year 1 ACCESS assessment have between two to five years to reach attainment depending on their initial PL.
4. Each student's attainment growth target is the scale score (SS) at a PL 5.0 at the grade level for the year that they are expected to reach attainment.



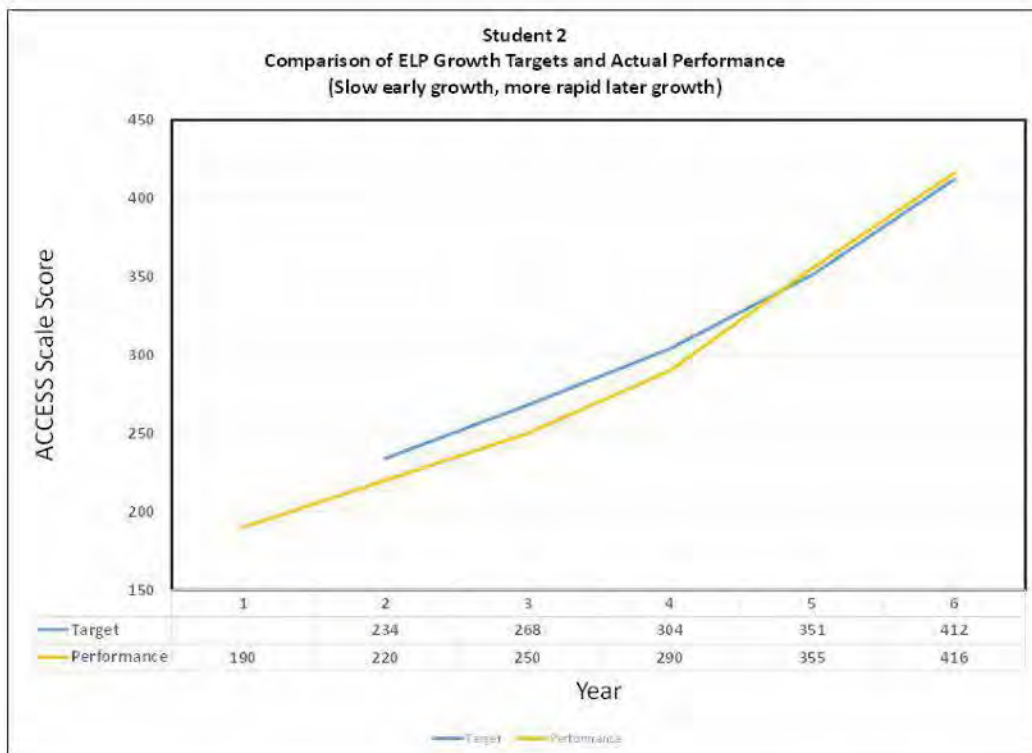
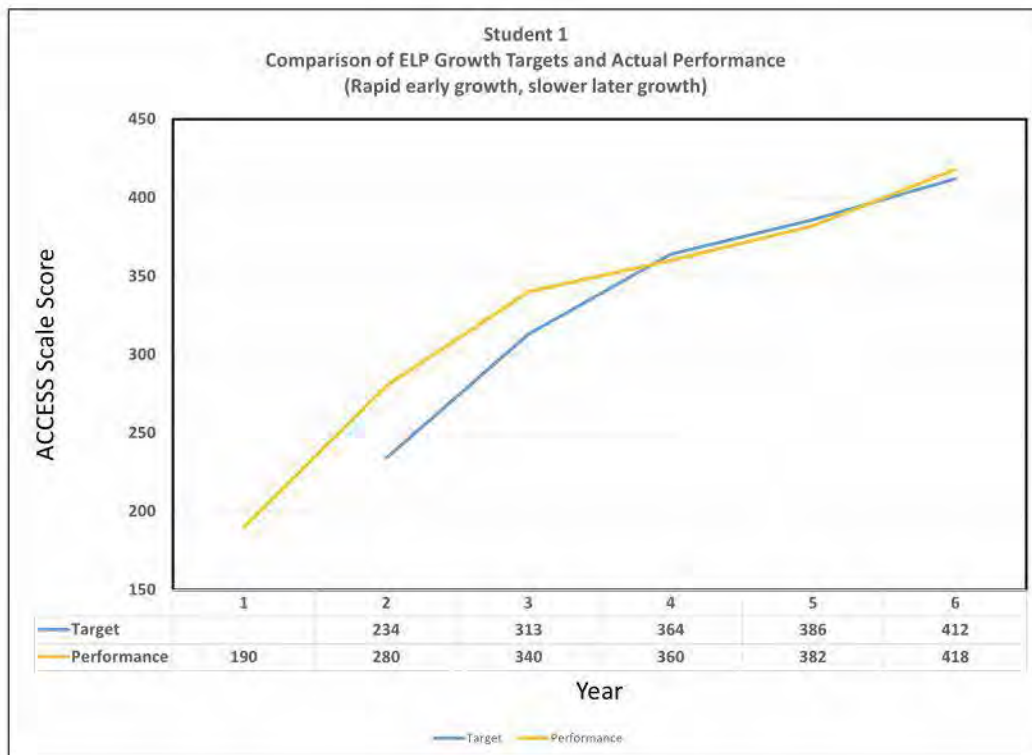
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| 5. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment |
| 6. This method allows for a variable trajectory depending on each student's progress over the years while still requiring that the AT be reached in the required number of years.                                       |

This method allows for a variable growth trajectory depending on each student's progress over time while still requiring that the AT be reached within the required number of years. The annual reset allows the individual student's interim SS targets to reflect the amount of growth that the student has made in a year. This yearly reset recognizes the nonlinear growth that students at varying proficiency levels make within a year's time.

Below are two examples of growth targets for two students. These examples illustrate how the annual target calculation method allows for a trajectory that more closely matches each student's unique progress. Both students start with a Year 1 SS of 190 in third grade. Since the Year 1 PL is in the 1.0-1.9 category, the students have six years to meet their AT of 412, the corresponding SS of a PL5, in eighth grade.

Student 1's performance shows rapid SS growth in years two and three but slower growth in years four, five, and six. The student exceeds the AT in year six. The growth trajectory for Student 1 shows a similar pattern to the student's actual performance trajectory over the years.

Student 2 shows slow SS growth in years two and three but more rapid growth in years four, five, and six. The student exceeds the AT in year six. The growth trajectory for Student 2 shows a similar pattern to the student's actual performance trajectory over the years. The trajectory is different for Student 1 even though both students started at the same point upon entry.





Student-level targets require that all students make appropriate progress based on individual student initial year ACCESS PL and grade-level SS. All targets are ambitious while still taking into account language acquisition research and the learning differences within the EL population. In order to set the expectation that all ELs make annual progress toward attaining ELP within the applicable timeline, DDOE will award points to the schools for students meeting the annual interim growth targets and on-time attainment of ELP. Index scores for ELP growth will range from 0.00 to 1.10 with:

- 0.00 assigned to students who showed no growth;
- 0.01 to 0.99 assigned to students who have made growth toward the target;
- 1.00 to 1.10 assigned to students who have reached (1.00) or exceeded the target (1.01 to 1.09), with a maximum bonus for exceeding the target by 10% or more (1.10).

The following charts illustrate how the index scores for nonlinear annual growth targets and the on-time attainment of ELP will be calculated. Chart 1 summarizes the accountability rules for the years up to and including the year the student should attain ELP. A bonus of 10% will be awarded to the EL student's score when ELP is achieved prior to the required year of attainment. Chart 2 highlights the rules that apply if a student does not meet attainment within the designated timeframe.

#### Chart 1

##### Student-Level ELP Growth Index Score by Student Outcome

(Rules for years up to and including the designated attainment year)

Year	Student Outcome			
	Non-participant	No progress toward target	Progress toward target but grade-level attainment target not met	Grade-level attainment target met or exceed
Before designated attainment year	0.00	0.00	0.01 - 1.10* (CY SS - PY SS) /(IT SS - PY SS)	1.10
In designated attainment year	0.00	0.00	0.01 - 0.99 (CY SS - PY SS) /(AT SS - PY SS)	1.00 - 1.10* (CY SS - PY SS) /(AT SS - PY SS)



## Chart 2

### Student-Level ELP Growth Index Score by Student Outcome

(Rules for years after the designated attainment year)

Year	Student Outcome		
	Non-participant	Grade-level attainment target not met	Grade-level attainment target met
1 year late	0.00	0.00	0.75
2 years late	0.00	0.00	0.50
3+ years late	0.00	0.00	0.25

PY SS - Previous Year Scale Score

CY SS - Current Year Scale Score

IT SS - Interim Target Scale Score

AT SS - Grade-level Attainment Target Scale Score

\*Index score of 1.10 is the maximum (10% credit for exceeding target by 10% or more)

Note:

1. The school-level indicator would be (sum of the student-level scores)/(the number of participants and non-participants) \* 100. The possible range of school scores is 0 to 110.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

The DDOE will implement a growth-to-target model with an indicator index and label that allows partial credit for progress toward growth goals. The adoption of this model allows schools to receive credit for both exceeding the growth target and to receive partial credit for increases toward the expected long-term goals, which will extend to 2030 (consistent with the timeline for long-term goals for academic achievement and graduation rates).

#### Long-Term State-Level Targets for ELP Growth

DDOE recognizes that the previous annual measurable achievement objective indicator (AMAO I), based upon a linear 0.5 PL growth trajectory with a 2% annual increase requirement resulted in very few districts being able to meet long-term goals. Through engagement with national experts at WIDA, the DDOE has modeled data and set ambitious yet achievable long-term statewide ELP goals using ACCESS 1.0 growth results. The initial 2016 baseline was set based on state-level performance in 2015. The initial 2030 goal was set at the 70th percentile of actual performance of schools in 2015. Please note that the DDOE does not yet have three years of longitudinal data for student performance on ACCESS 2.0; therefore, the DDOE will revisit these initial long-term goals when three years of data are available to determine whether the goals are still ambitious and achievable based on ACCESS 2.0. DDOE may modify the goals based on those data.

Subgroup/Measure	Baseline (Data and Year)	Long-Term Goal (Data and Year)
<b>ELs</b> – Percent of Students Meeting Growth Target	▪ 67.8% (2016)	Statewide ELs will meet targets at: ▪ 77.1% (2030)
<b>ELs</b> – Index – Average Percent of Growth Target Attained	▪ 91.1% (2016)	Statewide ELs will meet targets at: ▪ 98.0% (2030)



## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions:* Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

In July 2016, the DDOE began sharing stakeholder engagement and plan development information publicly with education stakeholders including district superintendents, charter school leaders, Governor's office staff, and the State Board of Education.

On August 30, 2016, the DDOE in partnership with the Governor's office first publicly announced opportunities for stakeholder feedback to inform the state plan. Opportunities for stakeholders to provide feedback included community conversations and online surveys. See press release [here](#).

The DDOE made an additional public announcement on September 7, 2016, that included the ESSA webpage on the DDOE website (<http://www.doe.k12.de.us/ESSA>) and a DDOE email



address ([ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us)) to collect questions and feedback. The DDOE's ESSA website provided a timeline for stakeholder engagement activities, plan development, and implementation. See press release [here](#).

On October 31, 2016, the first draft of the state plan was posted on the ESSA website for public comment. On November 1, 2016, a press release announced several opportunities for stakeholders to share feedback and ideas for the state plan. See press release [here](#).

The second draft of the state plan was posted on the ESSA website for public comment on January 9, 2017. Public comment period was announced on January 10, 2017. See press release [here](#).

The final draft of the state plan was posted on the ESSA website for public comment on February 28, 2017. Public comment period was also announced on February 28, 2017.

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.



The DDOE considers education stakeholders to be a vital component in drafting and implementing the state plan. The DDOE carried out stakeholder consultation in multiple ways:



- Following the December 2015 reauthorization of ESEA, the DDOE created an internal working group of more than 50 staff members to review and understand the transition from ESEA Flexibility Waiver to ESSA. The group, which was comprised of members of all DDOE branches and federal program managers, met regularly to review new regulations and guidance, incorporate stakeholder feedback into plan sections, and provide recommendations to the state Secretary of Education.
- The DDOE scheduled time at more than 25 existing stakeholder group meetings throughout the state with more than 800 participants to provide an overview of ESSA, share the state plan development timeline, and seek feedback on key questions.
  - ♦ Examples of stakeholder groups include the Delaware State Education Association (DSEA), Delaware School Boards Association, Parent Teacher Association (PTA), the Delaware P-20 Council, Delaware Head Start Association, district superintendents, and charter school leaders.
- The DDOE held two rounds of Community Conversations throughout the state. The focus of the first round was to gather feedback to inform the state plan. Throughout the state 107 community members participated in four conversations. The second round focused on collecting feedback on the first draft of the state plan, specifically relating to Targeted and Comprehensive Support and Improvement. Participants included 68 community members in five conversations held throughout the state.
- The DDOE held two Spanish Language Community Conversations in December 2016, where almost 40 participants provided their feedback about state plan supports for EL students and families.
- Through Executive Order 62, the Governor created an ESSA Advisory Committee. This committee brought together a representative group of education leaders and advocates who are required to be a part of the consultation process to provide feedback and make recommendations for the state plan. Members of the Committee:
  - ♦ Matthew Burrows (chair) – Superintendent, Appoquinimink School District
  - ♦ Teri Quinn Gray – President of the State Board of Education
  - ♦ Deborah Stevens – Delaware State Education Association, Director of Instructional Advocacy
  - ♦ Kendall Massett – Executive Director, Delaware Charter School Network
  - ♦ Eileen DeGregoriis – President, Delaware English Language Learners Teachers and Advocates; Educator and ESL Coordinator for Smyrna School District
  - ♦ Tammy Croce – Executive Director, Delaware Association of School Administrators
  - ♦ Ronda Swenson – President, Lake Forest School Board of Education
  - ♦ Tony Allen – Chair, Wilmington Education Improvement Commission
  - ♦ Maria Matos – Executive Director and CEO, Latin American Community Center
  - ♦ Madeleine Bayard – Co-Chair, Early Childhood Council
  - ♦ Representative Kim Williams – Vice-Chair, House Education Committee
  - ♦ Senator David Sokola – Chair, Senate Education Committee
  - ♦ Leolga Wright – Board Member, Indian River School District; Nanticoke Indian Association
  - ♦ Kim Joyce – Associate Vice President for Academic Affairs, Delaware Technical and Community College



- ♦ Rod Ward – President and CEO, Corporation Service Company
- ♦ Patrick Callihan – Executive Director, Administrative and Development, Tech Impact
- ♦ Stephanie DeWitt – Elementary school educator; Special Education Coordinator, Cape Henlopen School District
- ♦ LaShanda Wooten – Educator at Shortlidge Elementary School, Red Clay Consolidated School District
- ♦ Janine Clarke – Paraprofessional, Red Clay Consolidated School District; Child Advocate
- ♦ Wendee Bull – Educator at Georgetown Middle School, Indian River School District; Groves Adult Education Instructor
- ♦ Genesis Johnson – Parent representative from Wilmington
- ♦ Nancy Labanda – Parent representative from New Castle County
- ♦ Catherine Hunt – Parent representative from Kent County
- ♦ Nelia Dolan – Parent representative from Sussex County
- ♦ Alex Paolano – Educator at Howard High School; 2016-2017 Howard High School Teacher of the Year
- ♦ Susan Bunting – Superintendent, Indian River School District (*became Delaware's Secretary of Education in January 2017*)
- ♦ Laurisa Schutt – Executive Director, Teach for America; Board Member, Leading Youth Through Empowerment
- ♦ Cheryl Carey – Counselor, Philip C. Showell Elementary, Indian River; 2015-2016 Delaware Counselor of the Year
- ♦ Margie Lopez-Waite – Founder, Head of School, Las Americas ASPIRA Academy, dual-language school
- ♦ Atnre Alleyne – Founder, TeenSHARP; parent representative, Board of St. Michael's School & Nursery
- The DDOE established two discussion groups (technical working groups) for extended stakeholder engagement. The first group focused discussions on technical topics related to measures of school success and public reporting. The second group focused discussions on provisions for student and school supports. Each group was comprised of 27 nominated members, representing various stakeholder groups across all counties in the state. The measures of school support and reporting group met seven times, and the student and school supports group met six times over the course of four months.
- The DDOE established an ESSA state plan email account to share information and collect feedback.
- Prior to drafting the plan, stakeholder consultation surveys were made available on the ESSA website, each addressing one of four topic areas of the plan: Support for All Students, Supporting Excellent Educators, School Support and Improvement, and Measures of School Success and Public Reporting. A wide range of stakeholders completed more than 400 surveys.
- Following the release of the first draft, three additional surveys were made available on the ESSA website to address the following topics: School Support and Improvement,



Measures of School Success and Public Reporting, Long-Term Goals, and Measures of Interim Progress. More than 180 surveys were completed.

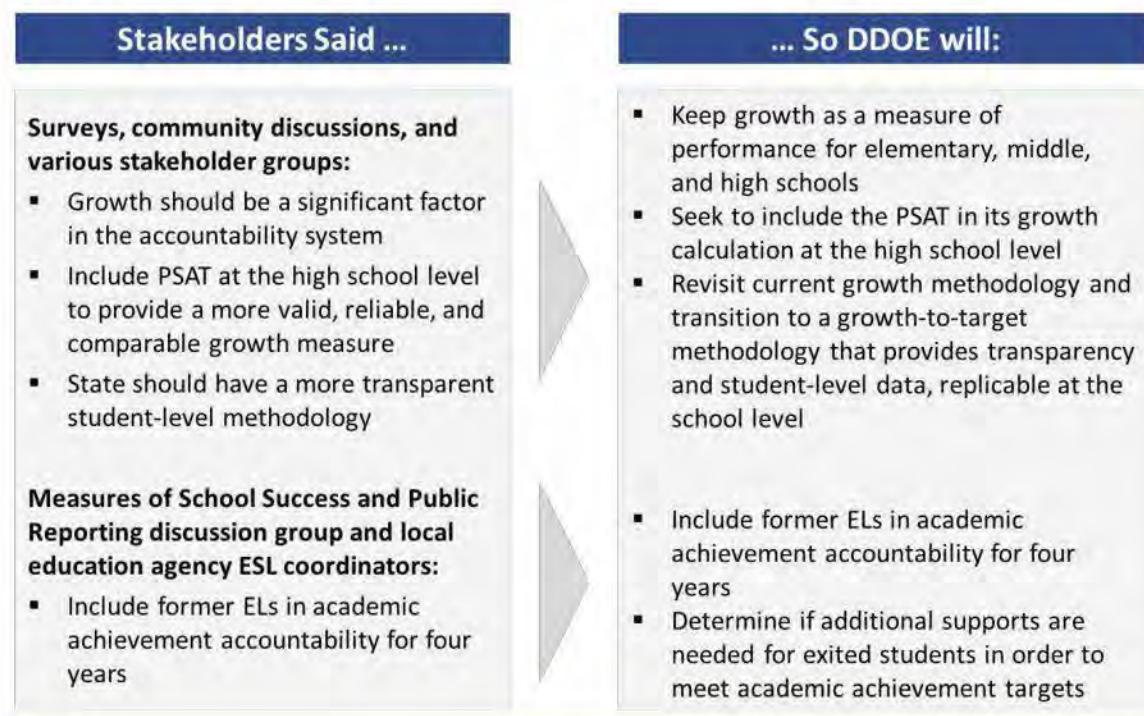
- Following the release of the second draft, an online survey was made available on the ESSA website to collect feedback on areas of strength and weakness within the plan. More than 65 surveys were completed.
- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The DDOE is committed to providing opportunities for stakeholders to have a meaningful voice in education policy. Stakeholder feedback was fundamental in the work done to develop the strategies captured within this plan. As shown in section 2.1.B.i, stakeholders were engaged in a variety of ways to gather their input, to inform the plan drafts, and to ensure their feedback was incorporated into those drafts.

Summaries of stakeholder feedback from surveys, community conversations, discussion groups, consultation meetings, [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us) emails, and the Governor's Advisory Committee are posted on our website: <http://www.doe.k12.de.us/Page/3019>.

References to stakeholder feedback are included throughout this plan.

Some themes did emerge from the feedback. For example, the following sections reference DDOE decisions related to student growth measures, which were based on stakeholder feedback:





- C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

The first draft of the ESSA plan was sent to the Governor's Education Policy Advisor on October 31, 2016. The Governor by Executive Order also created an ESSA Advisory Committee to review and provide comments to each draft of the ESSA plan. The Governor's Education Policy Advisor attends each meeting of the ESSA Advisory Committee. The second draft of the plan was sent to the Governor's Education Policy Advisor, the Governor-Elect's Policy Advisor, and the Secretary of Education nominee.

Date SEA provided the plan to the Governor: 2/28/2017 and on 3/29/2017 with revised template questions embedded

Check one:

- ☒ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The DDOE will use a streamlined, consolidated, and continuous improvement planning process to support the development, review, and approval of local educational agency (LEA) plans that meet statutory and regulatory requirements. For the purpose of this document, LEA is defined as geographic districts, vocational technical districts, and charter schools.

The plan development process will be driven by LEA data analyses including, but not limited to:

- Performance as measured by the statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and/or
- Community input and additional data provided by the LEA.

An LEA will then identify areas of need and prioritize action items and supporting funding.

To support the development, review, and approval of the LEA plan, the DDOE proposes to:

- Provide state accountability metrics, including reported-only metrics;



- Provide LEAs with a comprehensive needs assessment template and technical assistance for collecting and analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance—including program guidance documents, on-site assistance, program webinars, and statewide trainings; and
- Establish uniform plan review processes within the DDOE to reduce duplication of effort across programs at the SEA and LEA levels, e.g., setting review and approval expectations for DDOE reviewers and providing internal training to calibrate and unify DDOE guidance to LEAs.

**B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The DDOE will monitor all LEAs a minimum of once every five years. Additional monitoring frequency will be based on the results of:

- Program analyses;
- Financial risk assessment;
- Single-state audit determinations;
- Performance measured by the statewide accountability system and captured by the school profile (report card);
- Educator equity data; and/or
- Additional data provided by the LEA.

Monitoring efforts will be coordinated by one office within the DDOE and will be a consolidated effort of all programs subject to monitoring. This process will maximize DDOE and LEA staff time and resources. By having a consolidated approach, the SEA will be able to determine what types of targeted assistance each LEA needs and to coordinate DDOE services to meet those needs.

**C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

As part of the continuous improvement cycle, the DDOE will provide LEAs with technical assistance and guidance for completing a comprehensive needs assessment. The comprehensive needs assessment will be a required component of the consolidated grant application process. The DDOE will also support and guide LEAs as they identify and prioritize needs and as they plan long- and short-term implementation strategies. The DDOE may monitor implementation of targeted strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation.



## DDOE Continuous Improvement Model (ESSA)



- D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

The DDOE will implement a system of support to provide LEAs with differentiated technical assistance. The DDOE will offer all supports to any requesting LEA; however, the degree of DDOE-guided support will be based on the comprehensive needs assessment process. Support will be determined based on data from the previous year, which will include performance as measured by:

- The statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and
- Community input.

The DDOE continues to develop and enhance a suite of technical assistance options to identify LEA, school, and student needs through data analyses included in the comprehensive needs assessment. Differentiated levels of support will be based on LEA performance characterized by specific criteria including:

- Delaware School Success Framework (DSSF) performance across indicators (see section 4.1.A for detail);
- Financial risk assessment as required by 2 CFR 200.33 – Equipment;
- Program monitoring and analyses—i.e., Title I, Title II, Title III, IDEA, Perkins;
- Educator equity.



## Section 3: Academic Assessments

*Instructions:* As applicable, provide the information regarding a State's academic assessments in the text boxes below.

### **March 13, 2017 Revised Template Question**

#### **A.1 Challenging State Academic Standards and Assessments**

The Delaware Department of Education has engaged with stakeholders through an English Learner Strategic Plan Guiding Coalition in community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result of this plan, the SEA will develop a systematic support structure to assist all eligible entities in meeting the State-designed long-term goals, including measurements of interim progress towards meeting such goals, and the challenging State academic standards. The systematic support structure will include the development of a recognition program for districts and charters that achieve significant growth for English learners. The SEA will continue to refine EL education and supports through the intentional analysis of data.

#### **A. Advanced Mathematics Coursework.**

Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☒ No.

### **March 13, 2017 Revised Template Question**

#### **A.2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):**

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

#### **B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

### **March 13, 2017 Revised Template Question**

A.3.i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

DDOE's definition for "languages other than English that are present to a significant extent in the participating student population" is, "Any language present statewide in at least 5% of the EL population in tested grades."



This means that there are only two "significant" languages for grades 3-8 and three in grade 11:

- Spanish – grades 3-8 and grade 11
- Haitian Creole – grades 3-8 and 11
- Arabic – grade 11

The DDOE has identified languages other than English that are present in Delaware LEAs. Spanish is spoken to a significant extent among students in grades 3-8 (3,443 students). At the high school level, 181 assessments were administered to Spanish-speaking students.

#### **Summary of Top 5 Language Counts – ELs 10/25/16**

<b>Grade Level(s)</b>	<b>Spanish</b>	<b>Creole</b>	<b>Arabic</b>	<b>Chinese</b>	<b>Vietnamese</b>
Grades 3-8	3,443	241	100	67	34
Grade 11	181	18	12	2	1

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

#### ***March 13, 2017 Revised Template Question***

A.3.ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

All grade 3-8 mathematics and science assessments are trans-adapted into Spanish. The additional top five languages listed in the above summary chart, except Haitian Creole, have translated glossaries for the Smarter Assessments. Glossaries include customized translations of predetermined construct-irrelevant terms that are most challenging to ELs. The translation of the terms is context-specific and grade-appropriate. In addition, the DDOE has translated the spoken directions for the Smarter Assessments into Delaware's top five languages.

Directions for the high school assessment (SAT) have also been translated into Delaware's top five languages listed above. In addition, effective January 1, 2017, EL students taking the SAT during the school day will have access to approved word-to-word bilingual glossaries in these languages. In fall 2017, EL students taking the SAT during the school day can also receive extended testing time (up to time and a half) and the opportunity to test in an environment with reduced distractions. The DDOE does not offer any other native language assessments at this time.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

#### ***March 13, 2017 Revised Template Question***

A.3.iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

The SAT mathematics assessment is not currently provided in Spanish. DDOE continues to research the feasibility of Spanish, the primary language of our EL population, along with



advocating for Haitian-Creole translations. Haitian Creole is the second most common language after Spanish.

Thus, the DDOE continues to collaborate with the Smarter Balanced Consortium of States for continued development in reference to the number of languages and methods to improve the feasibility of assessments in additional languages as well as other supports for non-English speaking test-takers. Supports such as glossaries and directions in other languages are currently in place and are continually reviewed and expanded.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
  1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

***March 13, 2017 Revised Template Question***

- A.3.iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
  - a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

The DDOE is currently developing a plan to further address identified needs in this area. Some strategies that will be included are:

- Continue to investigate EL supports with College Board and other states using SAT for accountability purposes. Beginning January 1, 2017, EL students will have access to the SAT School Day testing instructions in several native languages and will have approved word-to-word bilingual glossaries.
- Conduct feasibility studies for developing additional assessment translations (e.g., Creole) with Delaware Technical Advisory Committee and College Board.
- The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.
- The Smarter Balanced Assessment Consortium currently provides stacked Spanish translations, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages.
- The grades 5, 8, and 10 science assessment is currently under development. The timeline is as follows:
  - ♦ 2016-17: Research and development to pilot new items
  - ♦ 2017-18: Field test
  - ♦ 2018-19: Operational



- During development of this assessment, DDOE will work with the vendor to make every effort to develop the assessments in languages other than English that are present to a significant extent in the participating student population.
2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

***March 13, 2017 Revised Template Question***

A.3.iv.b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Organized review events occur on a yearly basis. DDOE participates in review events with both the Smarter Balanced Assessment Consortium and the consortia of states participating in the SAT as the high school accountability assessment.

The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.

The DDOE shares information and solicits feedback during established meetings with district superintendents and charter school directors, principals, and district test coordinators, and through its website. The DDOE contracts with a vendor to provide translated parent letters and allows the districts to use this service.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

***March 13, 2017 Revised Template Question***

A.3.iv.c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The DDOE is a member of the Smarter Balanced Assessment Consortium. As a member, DDOE has access to the English Language Learners Advisory Committee. Smarter Balanced currently provides supports such as glossaries in other languages. Additional supports for other languages are being considered and some are under development.

The DDOE is a member of a multistate consortium with College Board for the administration of the SAT. The DDOE is currently working with College Board on the development of support for students whose first language is Spanish.



## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

### 4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

#### ***March 13, 2017 Revised Template Questions***

- A.4.iv.a. Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
- A.4.iv.b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
- A.4.iv.c.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the



indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

A.4.iv.d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

A.4.iv.e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

The DDOE is well positioned to meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of ESSA because our existing accountability system incorporates many of the multiple measures required under the new law. Given the new opportunity under ESSA to revisit and refine the existing measures, DDOE elicited feedback from a wide variety of stakeholders over the past several months.

The DDOE has included multiple measures in our accountability system since 2014-2015. The ESEA Flexibility Waiver catalyzed the creation of an accountability system framework anchored around academic achievement, growth, on track to graduation, and college and career preparation. Through early implementation, DDOE learned that a multiple measures accountability system provides a more comprehensive picture of school quality and performance. Stakeholder feedback for the ESSA state plan indicated that while many of the existing metrics are appropriate and meet ESSA statutory requirements, the DDOE should consider additional metrics based on DDOE and the broader education community priorities and values. Stakeholders expressed interest in adding a range of indicators to have a more complete and robust picture of schools.

The metrics illustrated in the graphic below will be included in the accountability system beginning with the 2017-2018 school year. Decisions on which metrics to include in the accountability system were based on LEA and DDOE data experts' review of each metric's validity and reliability as a measure of student learning and/or school quality.

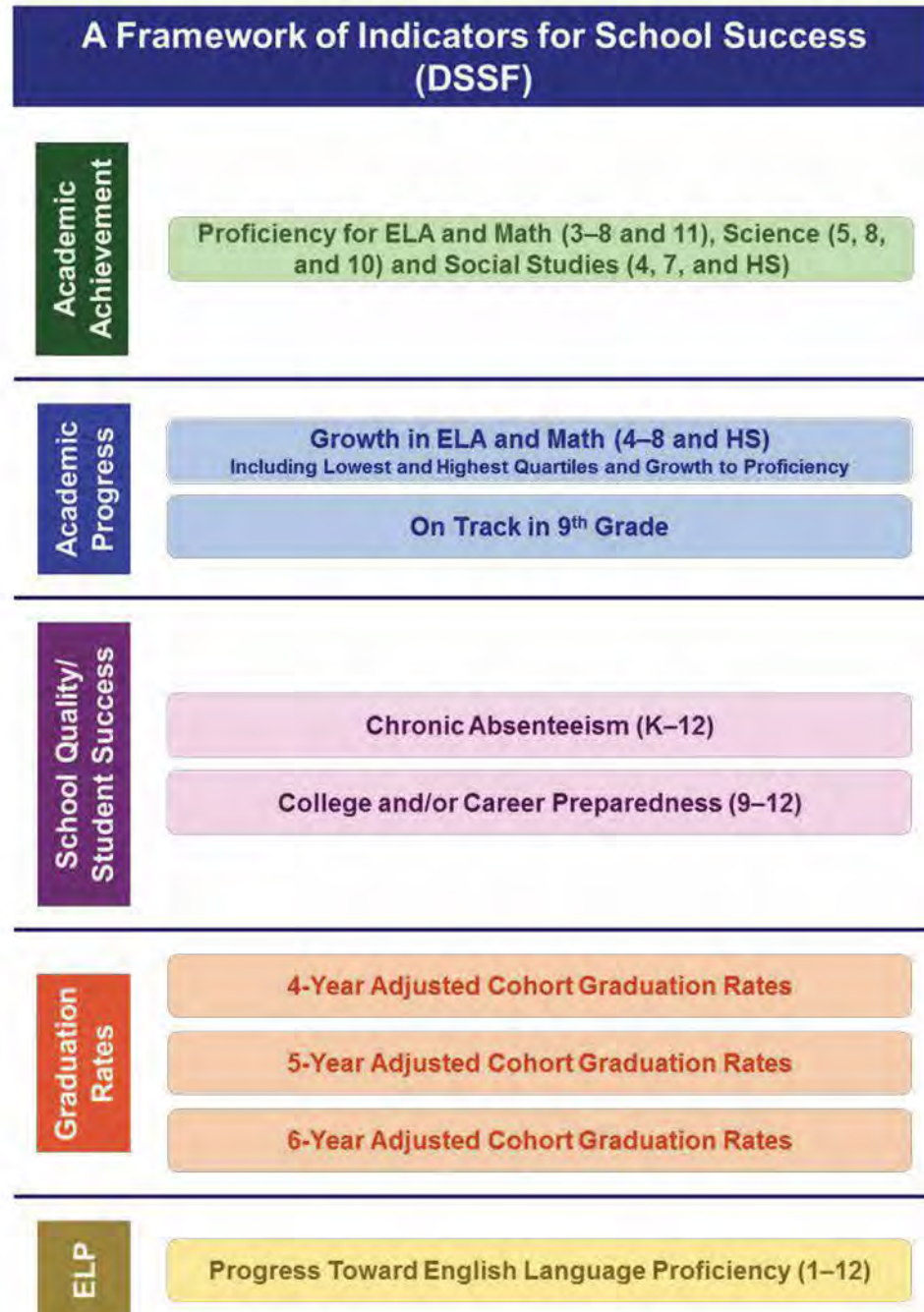
DDOE is committed to measuring content knowledge growth of our EL students in the accountability system based on the proposed methodology outlined in section 4 B. iv. Please note that growth from the PSAT 10 to the SAT will not be included in 2017-2018. A thorough review of resources and a review of technical quality are needed before the PSAT can be included in a statewide accountability system.

Other metrics will be reported (but not included in accountability ratings) to provide parents and community members a more complete picture of school performance. These metrics are included in the last table after the graphic.



The following graphic shows the proposed indicators and metrics for the Delaware School Success Framework (DSSF) beginning in school year 2017-2018 based on feedback, and it builds on the DSSF as developed in 2014-2015.

The following measures are included in the DSSF calculation.



Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA (3-8, HS) Proficiency in Mathematics (3-8, HS) Proficiency in Science (5, 8, and 10) Proficiency in Social Studies (4, 7, and HS)	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area currently includes student performance data on statewide assessments (Smarter Assessments, SAT, and DCAS) in four content areas: ELA, mathematics, science, and social studies.
		This indicator measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11, and DCAS for grades assessed for science and social studies). The state's long-term goals include proficiency goals for ELA and mathematics. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students. See Academic Progress description for information on high school growth.
		Feedback from stakeholder groups such as Teachers of the Year Advisory Council, Teaching and Learning Cadre, PTA, Delaware State Education Association (DSEA), and community members indicated that these metrics should continue to be included.
		DDOE will include these metrics in the accountability system.
ii. Academic Progress	Growth in ELA (4-8 and HS) Growth in Mathematics (4-8 and HS) Growth to Proficiency (4-8) Growth of Lowest Quartile (4-8 and HS) Growth of Highest Quartile (4-8 and HS)	Growth metrics measure how well schools are improving student learning over time and are measured by statewide assessments (Smarter Assessments and SAT). Growth metrics assist with meaningful differentiation by distinguishing between schools with similar proficiency rates.
		This indicator measures student-level growth in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11). Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state.
		Feedback from surveys, community discussions, and various stakeholder groups indicated that growth should be a significant factor in the accountability system. Moreover, stakeholder



Indicator	Measure(s)	Description
		feedback indicated that DDOE should include a Growth-to-Proficiency metric as well as growth of both lowest and highest quartiles to better identify achievement gaps as well as include growth of our highest performing students.
		Stakeholders also strongly supported requiring statewide administration of the PSAT to provide a more valid, reliable, and comparable growth measure.
		Feedback from a wide variety of stakeholder groups also indicated a strong desire to have a more transparent method for measuring growth at the student level.
		In response to stakeholder feedback, the DDOE will continue to measure student growth for elementary, middle, and high schools, and we are investigating costs and effective processes needed to include the PSAT in its growth calculations at the high school level.
		The DDOE will revisit its current school-level aggregate growth methodology, which currently cannot be replicated by LEA staff, and is exploring a growth-to-target approach that provides transparency, reports student-level data, and can be replicated by educators at the school level.
iii. School Quality or Student Success	On Track for Graduation in 9th Grade (HS only)	This high school metric is the percentage of 9 <sup>th</sup> grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.
	Chronic Absenteeism (K-12)	The U.S. Department of Education's definition of chronic absenteeism is the unduplicated number of students absent 10% or more school days during the school year.
		Feedback from stakeholders, such as DSEA, discussion groups, and the Governor's Advisory Committee, strongly recommended that the attendance measure be replaced with chronic absenteeism.

Indicator	Measure(s)	Description
		Research shows that chronic absenteeism is strongly correlated with low performance and low persistence. Whereas most schools show very similar attendance rates, a measure of the percentage of students who are chronically absent, and therefore not present to learn, provides for meaningful differentiation among all schools. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school's rating for this indicator as well as to the school's overall rating.
		Based on stakeholder feedback and supporting research, the DDOE will include the chronic absenteeism metric.
	College and Career Preparedness (9-12)	Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated successful preparation for education and career training after high school through advanced coursework and technical skills attainment. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school's rating for this indicator as well as to the school's overall rating.
		Feedback from the Governor's Advisory Committee, community conversations, the Delaware School Boards Association, and surveys indicate a desire to include additional college and career preparation options within this metric.
		Based on the feedback received, the DDOE will include the following options in this metric:
		<i>College and Career Preparedness Option:</i>
		One college and one career preparedness option (listed above)



Indicator	Measure(s)	Description
		<p><i>College Preparedness Options:</i></p> <p>AP (3 or better)</p> <p>IB (4 or better)</p> <p>Postsecondary credit attainment with a B or higher outside of a state-approved program of study</p> <p>SAT College- and Career-Readiness Benchmarks (ELA, mathematics, and writing)</p> <p><i>Career Preparedness Options:</i></p> <p>DDOE-approved industry credential</p> <p>Certificate of Multiliteracy</p> <p>Postsecondary credit attainment with a B or higher within a state-approved program of study</p> <p>Successful completion of an approved co-operative education and/or work-based learning extension</p> <p>Armed Forces Vocational Aptitude Battery (ASVAB) General Technical (GT) score of 70+</p>
iv. Graduation Rate (HS only)	<p>Four-Year Adjusted Cohort Graduation Rate</p> <p>Five-Year Adjusted Cohort Graduation Rate</p> <p>Six-Year Adjusted Cohort Graduation Rate</p>	<p>Delaware's long-term goals for the four-year adjusted cohort graduation rate, as well as the extended year cohort graduation rates, represent statewide expectations to increase the number of students graduating from high school. School-level and subgroup results will be compared against state-level long-term goals on an annual basis to determine progress. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers. Extended graduation rates of five and six years are included in the current DSSF to recognize that some students, including those with extended graduation rate individualized education plans (IEPs), need additional time to graduate.</p> <p>Feedback from multiple stakeholders, such as the Measures of School Success and Reporting discussion group, the Delaware State PTA, community surveys, and the Teachers of the Year Advisory Council, indicated that the four-, five-, and six-year adjusted cohort graduation rates should continue to be used.</p> <p>The DDOE will continue this approach.</p>



Indicator	Measure(s)	Description
v. Progress in Achieving English Language Proficiency	WIDA ACCESS 2.0 for ELs (1-12)	<p>The DDOE has developed a growth-to-target model—please refer to Section 1 for details. The measure will be based on the annual WIDA ACCESS 2.0 Assessment for EL Composite Scale Score.</p> <p>Through assistance with WIDA researchers, technical assistance from CCSSO, and an analysis of Delaware EL success on the state ELA content assessments, the DDOE has determined that a student's exit target, or AT, will be defined as a 5.0 composite PL on the ACCESS for ELs 2.0 assessment. Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in ELP as ELs that meet the ELP cut SS within the established timeframe consistent with a student's baseline PL. Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 5.0 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.</p>

*The following measures will be reported only and will not be included in the DSSF calculation.*

Measure(s)	Description
Suspensions/Expulsions (K-12)	<p>The DDOE currently defines this metric as the number of suspensions and expulsions in each school with comparisons to district rates and state rates.</p> <p>Feedback from a variety of stakeholders indicates that reporting on the percentage of suspensions and expulsions in a school helps to provide a picture of the school's climate and level of student engagement. Stakeholders also expressed concerns that inclusion of this metric in a school's rating could incentivize schools to underreport infractions. This measure will be reported only.</p>
Student/Teacher/Parent Survey (K-12)	Feedback from a wide variety of stakeholders, such as discussion groups, DSEA, and community surveys, indicates that student, teacher, and parent engagement surveys provide a comprehensive picture of school climate and should be included in the accountability



Measure(s)	Description
	system. Conversely, stakeholder feedback also voiced that surveys could be “gamed.” This measure will be reported only.
Educator/School Administrator Retention (K-12)	<p>Feedback from community conversations recommended including teacher and school administrator retention as a measure of school climate.</p> <p>There is research to support the relationship between teacher and school administrator retention and student learning. These data will be available through the Excellent Educator Dashboard (EED).</p>
Class Size (K-12)	<p>In grades K-5, class size equals the number of students per homeroom as identified in the state’s pupil accounting system, eSchoolPLUS, while the total number of classes offered throughout the day are used to calculate class-size distribution for grades 6-12.</p> <p>Stakeholders did not provide a strong recommendation regarding inclusion of this metric; however, survey results and community conversations indicated that it is important to report class size. This measure will be reported only.</p>
Specialist-to-Student Ratio (K-12)	Feedback from community conversations and the Measures of School Success and Public Reporting discussion group indicates that student access to counselors, librarians, nurses, school psychologists, and other school-based specialists is an important measure to report. This measure will be reported only.
Equitable Access to Effective Teachers (K-12)	<p>Data relating to educator effectiveness, experience, and teaching out of field will be available through the EED.</p> <p>Significant stakeholder feedback indicates a strong desire to include this metric in order to capture which teachers are teaching which students. This measure will be reported only.</p> <p>Inclusion of this metric also reinforces ESSA’s requirement that low SES and students of color in Title I schools not be taught at higher rates by ineffective, out-of-field, or inexperienced teachers.</p>
Postsecondary Outcomes	<p>Performance for this metric does not currently receive a rating in the accountability system. Rather, the current DSSF reports data associated with this metric, defined as the percent of students who enroll in a postsecondary institution within one year after high school graduation.</p> <p>Feedback from the Governor’s Advisory Committee recommends that this metric continue to be included in the accountability system. As a result of this feedback, this measure will be reported only and will include college, postsecondary education, apprenticeship, military service, and entrance into the workforce at one-year post graduation.</p>
Rate of ELP Attainment	Percentage of EL students who meet their target (PL 5.0 exit criteria) annually.



## B. Subgroups.

- i. List the subgroups of students from each major racial and ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

### *March 13, 2017 Revised Template Questions*

A.4.i.a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

A.4.i.b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Subgroups included in the DDOE accountability system include

- All Students
- American Indian
- African American
- White, Hawaiian/Pacific Islander
- Asian, Hispanic
- Multiracial
- SWD
- EL
- Low SES

Although not required in the accountability determination, consistent with 200.16(a)(2), the DDOE will be also reporting, but not including in DSSF calculations, performance data for the following subgroups: homeless, foster care, and military dependent.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Not applicable.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

### *March 13, 2017 Revised Template Question*

A.4.i.c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No



The DDOE will include former ELs in academic achievement and academic progress indicators for four years. This decision is the result of public feedback reported from the Measures of School Success and Public Reporting discussion group and from the LEA ESL Coordinators. The longitudinal data analysis of former ELs will allow the DDOE to determine if exited students need additional supports in order to meet academic achievement targets. The continued tracking and inclusion of this subgroup will also equip LEAs with data to provide continued intensive support to former ELs with low literacy levels and who are at risk of failure or dropout within the four years following their exit from EL services.

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.
- ☒ Other – **DDOE State-Proposed Option 4:** The state would like to propose to the U.S. Department of Education a fourth option for recently arrived EL students.

**March 13, 2017 Revised Template Question**

A.4.i.d. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
- ☒ Other – **DDOE State-Proposed Option 4:** The state would like to propose to the U.S. Department of Education a fourth option for recently arrived EL students.

The DDOE defines recently arrived ELs as an EL whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive). Recently arrived status only applies to content area testing in grades 3-8 and 11.

It is the DDOE's intention to create an accountability system that is responsive to newly arrived ELs. Historically, newly arrived ELs represent a wide variety of ELP levels as well as diverse prior formal educational experiences. Stakeholders, including the Governor's Advisory Council, the ESL Coordinators, and ESSA community conversation participants, recognize that a high level of ELP is a necessary precursor to academic proficiency. Current research demonstrates that it will take anywhere from five to seven years to meet this high level of proficiency.

Therefore, the DDOE proposes the following option that complements the state's ELP accountability measures and goals. In this option, newly arrived ELs are afforded the time to acclimate to a new educational environment and to develop the academic language needed for success on statewide assessments. This option also highlights the importance of student growth over time toward content proficiency.



**Year 1:** Provide an exception to the ELA participation requirement and exclude mathematics results from accountability (reported only).

**Year 2:** ELA and mathematics must be assessed, but results are excluded from accountability (reported only).

**Year 3:** ELA and mathematics results are only included in the growth indicator.

**Year 4:** ELA and mathematics results are fully included in accountability.

#### **Inclusion of English Learners' Performance in Accountability**

<b>Time in Delaware Schools</b>	<b>Subject</b>	<b>Will Students Participate?</b>	<b>How Will Results be Included?</b>
<b>Year 1</b>	English Language Arts	No	N/A
	Mathematics	Yes	Reported only
<b>Year 2</b>	English Language Arts	Yes	Reported only
	Mathematics	Yes	Reported only
<b>Year 3</b>	English Language Arts	Yes	Included in growth indicator only, but not in the academic achievement indicator
	Mathematics	Yes	Included in growth indicator only, but not in the academic achievement indicator
<b>Year 4</b>	English Language Arts	Yes	Fully included in both growth and academic achievement indicators
	Mathematics	Yes	Fully included in both growth and academic achievement indicators

#### **C. Minimum Number of Students.**

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

#### ***March 13, 2017 Revised Template Questions***

A.4.ii.a. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students

A.4.ii.c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Accountability systems use a minimum number of students (n-size) for determining whether to include a specific metric in a school's accountability rating. The rationale is that, when the number of students is very small, the metric is not likely to be a reliable measure of school performance. Therefore, if the number of students for a metric meets or exceeds the



minimum n-size, the measure is considered reliable and is included in the school's rating. The measure is excluded if the minimum n-size is not met.

The majority of feedback received from multiple stakeholder groups, including the National Downs Syndrome Congress and The Advocacy Institute, indicated a strong desire to decrease the current n-size of 30 in order to address the academic needs of all subgroups of students. The DDOE has decided to lower its n-size to 15, which is consistent with current reporting rules and eliminates the disparity between the current n-size for accountability (30) and reporting (15).

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

***March 13, 2017 Revised Template Question***

A.4.ii.e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number.

The DDOE's minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability.

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

***March 13, 2017 Revised Template Question***

A.4.ii.b. Describe how the minimum number of students is statistically sound.

ESSA Section 200.17(a)(1) prohibits a state from using disaggregated data for reporting purposes or accountability determinations if the number of students in the subgroup is insufficient to yield statistically reliable information. Using a minimum n of 15 for accountability provides both statistical reliability across accountability metric calculations and privacy protection for those subgroups too small to report without disclosing personally identifiable information.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The DDOE's accountability system does not average data across years or subgroups. The DSSF uses multiple measures for each required subgroup under Section 200.16(a)(2). To ensure the statistical reliability and soundness of the accountability data, the DDOE will use an n-size of 15.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;



**March 13, 2017 Revised Template Question**

A.4.ii.d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

The DDOE uses a two-tiered approach to disclosure avoidance. When reporting aggregate counts for mutually exclusive subgroups (e.g., race/ethnicity subgroups or subgroups by grade) where the total for all subgroups is also reported, the DDOE suppresses aggregate data reporting for subgroups smaller than the minimum n-size. When reporting percentages, true percentages will be capped if those percentages and the counts that underlie them compromise student privacy. The DDOE will use an n-size of 15.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

The table below shows the number of students excluded from accountability calculations based on changes in n-size. The current n-size is n=30. The proposed n-size is n=15.

For example, using an n-size of 30, 366 African American students are excluded from accountability statewide. By decreasing the n-size to 20, 138 African American students are excluded. If the n-size is reduced to 15, 60 African American students are excluded, and with an n-size of 10, 14 are excluded.

Demographic	Total n	n=30	n=20	n=15	n=10
African American	38,765	366	138	60	14
American Indian	512	512	512	512	424
Hispanic/Latino	19,243	760	352	158	70
Asian	4,629	1,556	1,023	750	401
Hawaiian	151	151	151	151	140
White	59,626	437	224	140	91
Multiracial	3,507	2,079	1,132	679	316
EL	8,329	1,291	877	491	248
Low SES	42,867	366	171	77	26
SWD	19,157	377	74	41	41

Feedback from the Governor's Advisory Committee indicated an interest in seeing how many schools would be excluded at each n-size. The table below illustrates how many schools, out of 215 total statewide, would meet the various minimum n thresholds for each demographic area. As n-size decreases, the number of schools held accountable for each subgroup increases.



Schools Excluded	n=30	n=20	n=15	n=10	Total # of Schools
African American	14	6	3	0	215
American Indian	215	215	213	205	215
Hispanic/Latino	34	22	14	7	215
Asian	168	140	129	108	215
Hawaiian	215	215	215	214	215
White	25	18	13	8	215
Multiracial	161	120	91	61	215
EL	105	83	72	47	215
Low SES	8	7	2	0	215
SWD	12	4	3	3	215

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

The DDOE is not considering using an n-size that exceeds 30.

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

***March 13, 2017 Revised Template Question***

- A.4.v.a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Starting in the summer of 2014, the DDOE engaged with stakeholders across the state to devise a comprehensive and authentic structure for measuring school and LEA performance. As a result of these consultations, the DSSF was designed to incorporate multiple academic and nonacademic measures related to college and career readiness for all students.

The DDOE will continue to implement the DSSF to categorize performance of all public schools. To aid in meaningful differentiation between schools and between LEAs, ratings are based on performance in each indicator (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress Toward English Language Proficiency).



Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e. exceeds, meets or meets few expectations) based on a summative index score. Terminology to be used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for Comprehensive Support and Improvement (CSI), while subgroup summative index scores will be used to identify schools for Targeted Support and Improvement (TSI). Schools that do not fall in one of these two categories will be identified as “Other”. DDOE will develop final school support designation titles for CSI, TSI, and “other” schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.

While the DSSF applies to all schools, Delaware charter schools are also held to additional standards of accountability and transparency. Adherence to state Charter School Performance Frameworks (<http://www.doe.k12.de.us/Page/2267>) is required at the point of application as well as during annual reporting of charter school performance, formal review, and renewal processes as mandated by Delaware’s charter school law. Charter school performance is reported for each charter school and collectively for all charter schools annually.

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Under the current multiple measures accountability system, schools and districts receive ratings based on performance in each indicator (e.g., Academic Achievement, Growth, On Track to Graduation, and College and Career Preparation). With the proposed refinements to the DSSF, there are five indicators (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress Toward English Language Proficiency). Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for CSI, while subgroup summative index scores will be used to identify schools for TSI. Schools that do not fall in one of these two categories will be identified as “Other”. DDOE will develop final school support designation titles for CSI, TSI, and “other” schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.



Under ESSA, schools will be identified for CSI and TSI during the 2018-2019 school year using 2017-2018 data. DDOE will have the ability to calculate the new DSSF by the end of November 2018, which will afford identified schools time to conduct their comprehensive needs assessments and develop plans during the remainder of the 2018-2019 school year. Implementation of those plans must begin no later than the beginning of the 2019-2020 school year.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

***March 13, 2017 Revised Template Question***

A.4.v.b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Feedback from community conversations, surveys, DSEA, the Governor's Advisory Committee, and the Measures of School Success and Public Reporting Discussion Group highlighted the importance of weighting student growth more than absolute proficiency in order to capture progress at the school level. Feedback also highlighted the importance of providing considerable weight to learning conditions such as school quality and student learning opportunities.

Based on this feedback, combined with the ESSA requirement that academic factors, in the aggregate, be given more "substantial weight" than nonacademic indicators, the DDOE seeks to utilize the following weights at the indicator level:

- Academic Achievement – 25%
- Academic Progress– 35% (growth metrics to include overall growth, growth to proficiency, and growth of the lowest and highest quartiles)
- School Quality/Student Success – 20%
- Graduation Rate – 10%
- Progress Toward ELP – 10%

With the proposed weighted measures outlined above, the DDOE's accountability system will contain an aggregate of 75% academic metrics. A group of data stewards and experts representative of all LEAs in Delaware and data experts at the DDOE will model and vet the final weighting of the metrics within the DSSF.

- iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

DDOE will calculate summative index scores and provide both summative text-based identifications and summative school support designations. The summative index score will be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.



Identification of public schools for CSI will be calculated by rank ordering Title I schools as measured by the overall score on the DSSF and identifying the 5% lowest-performing Title I schools.

Feedback from the School Support and Improvement Survey, the Governor's Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that "all schools" should be considered when identifying CSI status rather than just Title I only or Title I eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the advisory committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying schools for CSI. The DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

TSI-1 schools will be identified based on an index across all indicators of the DSSF for each student subgroup. This subgroup summative index score will then be compared to the performance of all students in CSI schools. The DDOE will then rank the performance of each subgroup in this set of schools. The 5% of accountability schools with the lowest-performing subgroup summative index scores will be identified as TSI-1 schools.

Feedback from chiefs and charter school directors indicate that, in addition to summative index scores and summative text-based identifications, summative school determinations as CSI, TSI, and a third "Other" determination should be reported on school report cards.

DDOE will include both the summative text-based identification and the summative school support designation for each school on the school report cards.

DDOE will develop final school support designation titles for CSI, TSI, and "other" schools through stakeholder consultation.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

The DSSF is comprised of indicators, or metric areas, that have varying weights. The academic achievement, academic progress, graduation rate, and progress toward ELP indicators, in aggregate, weigh substantially more than the school quality/student success indicator.

All indicators, with their varying weights, will be aggregated into an overall score. The range of possible overall scores is from 0 to 500. Actual overall scores for schools based on current data for all students range from about 80 to 450. Based on current data, the schools in the lowest-performing 5% of Title I schools (potential CSI schools) for their overall DSSF score are also consistently among the lowest-performing schools on the substantially weighted indicators.

Weighted DSSF calculations will also be performed for each subgroup in each school to identify TSI schools. Data modeling shows that the schools with the lowest-performing subgroups will be the ones most likely identified for TSI.



- E. Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

***March 13, 2017 Revised Template Question***

A.4.vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

As required by federal law, the DDOE is committed to all schools meeting the 95% student participation for all students and for all subgroups. DDOE will report the participation rates for schools. For schools that do not meet the 95% participation rate, DDOE will require each school to submit a plan that includes strategies for meeting participation requirements. For schools that do not meet the participation rate for multiple years or that do not show sustained improvement in meeting the 95% participation rate, DDOE will implement additional actions and interventions as appropriate.

- F. Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The DDOE does not currently average data across school years. However, DDOE is considering data averaging as this procedure helps to mitigate statistical anomalies. These anomalies tend to be seen in small schools where one student's data could dramatically sway overall school performance.

- G. Including All Public Schools in a State's Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

***March 13, 2017 Revised Template Question***

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

For those schools whose grade configuration does not require the administration of a statewide academic assessment (e.g., K-2 schools), the DDOE's current accountability system attributes a portion of each applicable third grader's academic performance on a prorated basis to the schools in which they attended grades K-2. That performance is then aggregated to attribute an accountability score to those schools with non-assessed grades. The school that provided kindergarten services would be accountable for 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided



second grade services gets 30% of the score; the school that provided third grade services gets 40% of the score. DDOE will continue to use this methodology.

ii. Schools with variant grade configurations (e.g., P-12 schools);

For those schools with grade configurations that span both elementary and secondary grades, (e.g., P-12 schools), the DDOE's current accountability system treats these schools as secondary schools to generate an accountability rating.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Any metric with an n-size smaller than the accountability threshold will not be included when calculating accountability ratings. The points associated with those metrics will either be redistributed to other metrics within that indicator, or they will be subtracted from the total number of points possible. For example, if a school has no tested grades in science, either the points associated with the science metric will be redistributed to ELA, mathematics, and social studies, or the total number of points for the academic achievement indicator will be reduced according to the business rules.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

**March 13, 2017 Revised Template Question**

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

There are two categories used to identify the accountability status of a school, including schools that serve special populations:

- Category 1 – Schools that are Title I schools for the given year.
- Category 2 – Schools that are not Title I schools for the given year but have enrolled students generated through the unit count process.

If a school falls within either of these two categories, the school receives an accountability rating. However, some schools serving special populations are not considered accountability schools. In this case, students are reassigned back to an appropriate accountability school. As such, the DDOE accountability system captures all students regardless of the school they attend. Charter schools that are identified as serving "at-risk" students are governed under state charter school law and may have alternate measures above and beyond the measures included in the statewide accountability system.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at



least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

**March 13, 2017 Revised Template Question**

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Newly opened schools with at least one state assessment-eligible grade currently receive an accountability determination per the DDOE's accountability business rules. If the newly opened school has a grade configuration that does not require a statewide assessment, current business rules stipulate they do not receive an accountability score until such time as their grade configuration expands to state assessment-eligible grades or their students matriculate into state assessment-eligible grades, whichever comes first.

**4.2 Identification of Schools.**

**A. Comprehensive Support and Improvement Schools. Describe:**

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

**March 13, 2017 Revised Template Questions**

A.4.vi.a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

A.4.vi.d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

A.4.vi.g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

**CSI School Identification:** ESSA specifies that SEAs "establish a state-determined methodology to identify beginning with school year 2017-2018, and at least once every three



school years thereafter one statewide category of schools for comprehensive support and improvement”. Schools meeting the following criteria are required to be identified:

- *Lowest-Performing 5% of Title I Schools (CSI-1)*: The lowest-performing 5% of all Title I schools in the state (based on performance on accountability framework over no more than 3 years).
- *Low Graduation Rate High Schools (CSI-2)*: All public schools (Title I or non-Title I) that graduate less than 67% of their students. States can set a higher graduation rate requirement.
- *Schools with Chronically Low-Performing Subgroups (CSI-3)*: Any Title I school with at least one chronically low-performing subgroup of students. Chronically low-performing subgroup of students is defined as a subgroup that is performing as poorly as all students in any of the lowest performing 5% of Title I schools and that has not sufficiently improved (as defined by the state) after implementation of a TSI plan over no more than three years.
- *CSI-Re-identified (CSI-R)*:
  - ♦ Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures.
  - ♦ Schools initially identified under ESSA that do not meet CSI targets within the identification cycle will be “re-identified” as CSI-R.

The identification of CSI schools will be determined based on an index across all indicators of the DSSF. DDOE will use summative index scores to identify the lowest-performing schools in the state. Using this methodology, the state will identify CSI schools every three years.

Feedback from the School Support and Improvement Survey, the Governor’s Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that “all schools” should be considered when identifying CSI status rather than just Title I only or Title I-eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the Governor’s Advisory Committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying CSI schools. With regard to the consideration of all schools for CSI identification, the DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

When asked to consider whether the state should use the lowest 5% of all schools or the lowest 5% of schools by each grade span (elementary, middle, and high), two stakeholder groups (surveys and community conversations) clearly indicated that the state should identify schools by grade span. Conversely, the majority of the Governor’s Advisory Committee conveyed that the schools should be determined by rank order.

Subsequent data modeling suggests that rank order will identify schools across all grade spans. Therefore, the DDOE decided to identify the lowest 5% of schools in rank order.



In addition, all public high schools (Title I or non-Title I) that graduate less than 67% of their students will be identified for CSI beginning in the 2018-2019 school year using 2017-2018 four-year cohort graduation rate data.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI beginning November 2021.

The DDOE will identify CSI schools by the end of November 2018 using 2017-2018 school year data. LEAs and schools will then conduct needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. LEAs will assist schools in conducting a needs assessment, analyzing the data, and developing school improvement plans. The DDOE will provide support and assistance to LEAs in the form of:

- Planning tools and templates;
- Sample needs assessment tools;
- Root cause analysis;
- Fiscal and plan monitoring;
- Evidence-based resources/strategies;
- Assistance in plan development and grant application; and
- Deploying DDOE experts for ongoing support.

LEAs will not be required to use the DDOE identified tools and resources; however, if an LEA elects to use a locally developed template, it must meet DDOE approval and ESSA needs assessment, planning, and budgeting requirements.

CSI schools will be identified in November every three years beginning in November 2018. Identification will be based on the prior school year's data (DSSF indicator index, four-year graduation cohort rate), and whether prior-cycle TSI exit targets are or are not met.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

### ***March 13, 2017 Revised Template Question***

**A.4.viii.a. Exit Criteria for Comprehensive Support and Improvement Schools.** Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

#### ***Exit criteria for CSI schools:***

ESSA requires the state to establish uniform statewide exit criteria for schools implementing a CSI plan. At a minimum, exit criteria must require that within a state-determined number of years (not to exceed four years), the school: 1) improves student outcomes; and 2) no longer meets the criteria for identification as a CSI school (suggesting that exit criteria need to be aligned to the state's accountability framework).

The majority of individuals across all the stakeholder groups agreed that the exit criteria for schools identified for CSI status should be the same as the criteria for which the school was identified. Similarly, the stakeholder groups agreed that schools should have up to four years to exit CSI status. When asked, "If a school meets its exit criteria early (less than four years),



what should be the next step?” once again most stakeholders (surveys, community conversations, Governor’s Advisory Committee) conveyed that the state should require schools to meet targets for a second year in order to validate and sustain outcomes for students. In that regard, the stakeholders also indicated that schools should develop a “sustainability plan” while receiving additional funding as well as ongoing monitoring and technical assistance from the DDOE.

Schools identified for CSI status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit CSI status (not exceeding four years in total). The DDOE will identify the first cohort of CSI schools by the end of November 2018, using 2017-2018 data. The subsequent cohorts of CSI schools will be identified in November for each identification cycle.

The circumstances and factors contributing to the status of each school vary. This will require the DDOE to provide individualized support to schools and LEAs. During the “Needs Analysis” phase, the DDOE will work with the LEA and school to examine previous school improvement efforts. This will include examining evidence of effectiveness and implementation of programs, systems, strategies, initiatives, assessments, staffing, and other factors that were intended to drive improvement.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once schools are identified, the DDOE will negotiate CSI exit targets with LEAs based on the data from the 2017-2018 school year. The DDOE will collaborate with LEAs to establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent is to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be immediately re-identified in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school and work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

*Note:* Any charter school identified for CSI will be placed on the formal review process as outlined in [14 Del Code § 515](#) and follow the formal review process in lieu of the CSI process.

***If a school does not exit CSI status within four years, what should be the next step?***

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, “Enhanced on-site technical assistance and professional learning,” provided by the DDOE with an additional 40% requesting, “More intensive support and oversight to schools,” and a “Leadership capacity review.”

Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an



external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine the efficacy of previous school improvement efforts/plans and current school conditions. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.

The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input, and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

**B. Targeted Support and Improvement Schools. Describe:**

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

**March 13, 2017 Revised Template Questions**

A.4.vi.e. **Targeted Support and Improvement.** Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

**TSI School Identification:** ESSA calls for schools to be identified as in need of “targeted support and improvement” if they have at least one subgroup of students underperforming. ESSA calls for two types of TSI schools:

- *Low-Performing Subgroup at Level of Lowest 5% of Schools (TSI-1):* Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).
- *Consistently Underperforming Subgroups (TSI-2):* Schools (Title I or non-Title I) that have at least one “consistently underperforming” subgroup as identified through a DDOE-established methodology (to be determined) based on the state’s accountability system.



TSI-2 schools will be identified using similar methodology as used for the identification of TSI-1 schools as outlined in section 4.2.B.ii; however, TSI-2 schools will be identified based on all accountability schools not already identified under CSI or TSI-1. TSI-2 will be identified annually beginning in November 2019. The DDOE will consider TSI-2 schools as “watch list” schools and will provide technical assistance to support LEAs, similar to the supports provided to TSI-1 schools. The LEA will help schools develop and monitor a plan for targeted support and improvement. If TSI-2 schools do not make sufficient progress prior to the next identification cycle for CSI and TSI-1, they may be identified for TSI-1.

- ii. The DDOE’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

#### ***March 13, 2017 Revised Template Questions***

A.4.vi.f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

The DDOE will first identify schools for CSI as outlined in section 4.2.A. TSI-1 schools will be identified based on an index across all indicators of the DSSF for each student subgroup. This subgroup summative index score will then be compared to the performance of all students in CSI schools. The DDOE will then rank the performance of each subgroup in this set of schools. The 5% of accountability schools with the lowest-performing subgroups will be identified as TSI-1 schools. The DDOE will identify TSI-1 schools every three years based on the prior school year’s data (DSSF indicator index for each subgroup of students). The first identification will be in November 2018 using 2017-2018 data.

*Please see above section 4.2.A for stakeholder feedback regarding school improvement identification.*



SY 17-18	<ul style="list-style-type: none"> <li>• <b>Continuation of school support and improvement cycle under Ed Flex Waiver</b></li> <li>• Year 2 implementation for Focus</li> <li>• Year 3 for Focus Plus, and Priority Schools</li> <li>• DDOE technical assistance and support to LEAs and schools</li> </ul>
	➤ <b>Baseline data for first cohort identification, support and improvement cycle (under ESSA)</b>
SY 18-19	<ul style="list-style-type: none"> <li>• Year 3 implementation for Focus</li> <li>• Sustainability for Focus Plus and Priority Schools until ESSA identification in November 2018</li> <li>• DDOE technical assistance and support to LEAs and schools</li> </ul>
	➤ <b>First cohort identification and improvement cycle begins (under ESSA)</b> ➤ November (2018): CSI and TSI-1 schools identified ➤ November-May (2018-2019): CSI and TSI-1 target setting and needs assessment/planning support to LEAs and schools; may include planning grants, depending on funding ➤ May-July (2019): CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA + TSI-1 grant submission to DDOE
SY 19-20	➤ July-August (2019): CSI plan approval and funding to LEAs ➤ Year 1 implementation for CSI and TSI-1 schools ➤ DDOE technical assistance and support to LEAs and schools ➤ November (2019): first annual TSI-2 schools identified ➤ November-May (2019-2020): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ May-July (2020): CSI & TSI-1 year 2 plan review/reflect and grant submission to DDOE
	➤ July-August (2020): CSI plan approval and funding to LEAs ➤ Year 2 implementation for CSI and TSI-1 schools ➤ DDOE technical assistance and support to LEAs and schools ➤ Year 1 implementation for TSI-2 schools ➤ November (2020): annual TSI-2 schools identified ➤ November-May (2020-2021): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ May-July (2021): CSI & TSI-1 year 3 plan review/reflect and grant submission to DDOE
SY 20-21	➤ July-August (2021): CSI funding to LEAs ➤ Year 3 implementation for CSI and TSI-1 schools ➤ Year 2 implementation for TSI-2 schools ➤ November (2021): annual TSI-2 schools identified ➤ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ DDOE technical assistance and support to LEAs and schools
	➤ <b>Second Cohort school identification and improvement cycle begins (under ESSA)</b> ➤ November (2021): <b>CSI-R</b> , TSI-1, and CSI schools identified ➤ November-May (2021-2022): <b>CSI-R</b> , TSI-1, and CSI target setting and needs assessment/planning support to LEAs and schools ➤ May-July (2022): <b>CSI-R</b> , TSI-1, and CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA ➤ November (2021): annual TSI-2 schools identified ➤ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ DDOE technical assistance and support to LEAs and schools

**TSI-1: Low-Performing Student Subgroup at level of lowest 5% of school (based on DSSF scoring index)**

**TSI-2: Consistently Underperforming Schools (based on DSSF scoring index)**

**CSI-R: Re-Identified CSI Schools; at each three-year school identification and improvement analysis**

**Exit Targets: Set at time of identification; specific DSSF score index is the determining factor for identification and exit**



- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

#### **March 13, 2017 Revised Template Question**

A.4.viii.b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for TSI-1 status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit TSI-1 status (not exceeding four years in total). The DDOE will identify the first cohort of TSI schools by November 2018. LEAs and schools will then conduct a comprehensive needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. Subsequent cohorts of TSI-1 schools will be identified by November each year. Schools and LEAs will conduct needs assessments between November and May, and begin implementation prior to the following school year.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once identified, the DDOE will negotiate with LEAs to determine TSI-1 exit targets using baseline data from the 2017-2018 school year. The DDOE in collaboration with the LEAs will establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent will be to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be identified as CSI status in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school in each subgroup that led to identification. The DDOE will work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI.

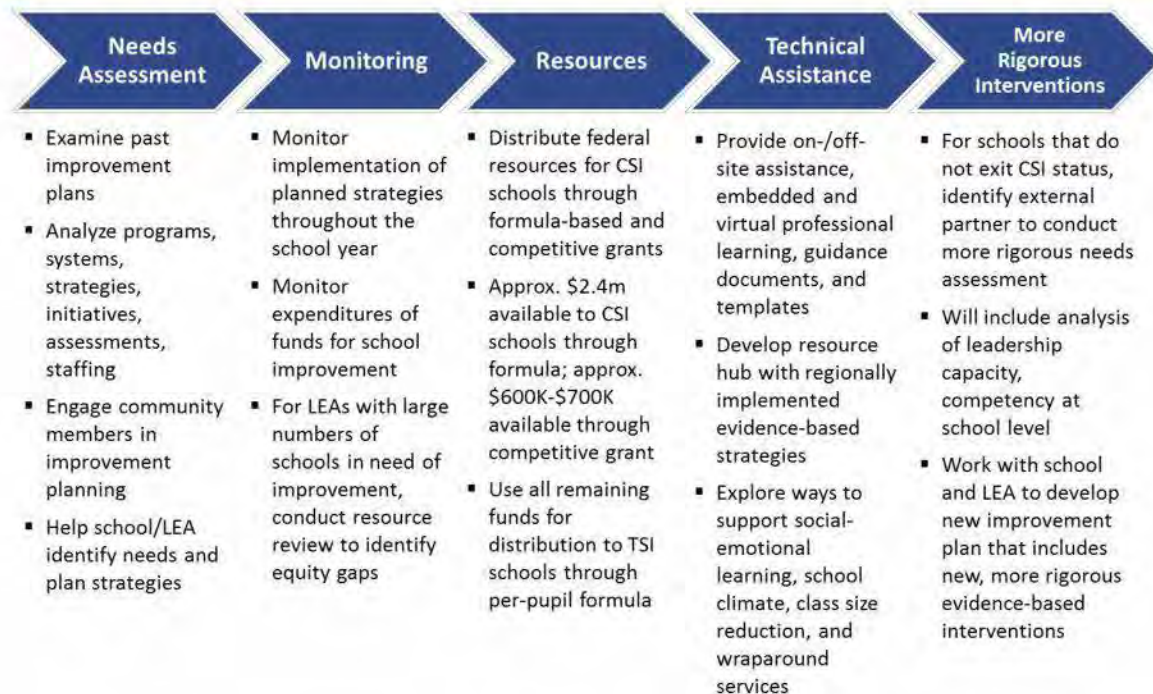
#### **4.3 State Support and Improvement for Low-Performing Schools.**

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The DDOE intends to build sustainable continuous improvement leadership at the LEA and school level by providing differentiated supports throughout the needs assessment, planning, and implementation process. DDOE supports will be provided based on the individual needs of each LEA and school and will be reduced as LEA and school expertise grow. The following graphic summarizes the range of individualized supports the DDOE will provide to schools and LEAs in need of improvement.



DDOE will provide **individualized support** to schools and LEAs in need of improvement



Individualization will be key in the school improvement process. The circumstances and factors contributing to the status of each school vary from school to school. This will require the DDOE to provide individualized support to schools and LEAs. During the “Needs Analysis” phase, the DDOE will work with the LEA and school to examine previous school improvement efforts/ plans. This will include looking at programs, systems, strategies, initiatives, assessments, staffing, and all factors that were intended to bring about change in that school. It will be important for the school/LEA to understand the context and environment in which these prior efforts occurred and the fidelity of implementation. The intent is to conduct an honest and comprehensive needs assessment; develop an actionable, ambitious, and realistic plan with a clear focus; and implement that plan with fidelity and support.

Another element necessary for successful school improvement is community engagement. Schools under improvement must engage stakeholders in a meaningful way to conduct an honest needs assessment and develop an appropriate improvement plan to address identified needs.

The DDOE will work with LEAs/schools to engage the community in a much more open, comprehensive way. The DDOE will support LEA and school engagement efforts with families, the community, local businesses, and other agencies.

As mentioned in Section 2.2.C with regard to the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment. The comprehensive needs assessment will be required as part of the consolidated grant application process. The DDOE will support and guide LEAs in identifying and prioritizing greatest needs and in planning long- and short-term implementation strategies. The DDOE intends to build continuous improvement leadership at the LEA and school level by providing supports throughout the needs assessment, planning, and implementation process.



The DDOE will monitor implementation of targeted strategies throughout the year and provide information on evidence-based best practices, supporting resources, on-demand guidance, and other technical assistance to support effective execution and implementation. In particular, the DDOE will monitor school improvement implementation and expenditures of related funds as part of the monthly check-ins. This will include the examination of progress implementing evidence-based strategies and whether the LEA is on track in spending funds aligned to the improvement plan strategies and by funding category.

When considering how the DDOE should distribute Title I funds for schools identified for CSI, the DDOE asked stakeholders to consider whether it should be a formula-based grant, a competitive grant, or a hybrid of the two. More than twice as many participants in the stakeholder community conversations supported the hybrid approach compared to the formula grant, while none supported the use of a competitive grant process. Similarly, stakeholders that responded to the School Support and Improvement Survey agreed that the DDOE should distribute funds through a hybrid funding mechanism versus a strict formula grant. None of those surveyed indicated that the distribution of funds should be through a competitive grant.

The DDOE will award school improvement funds through a hybrid grant process that combines a formula-based allocation with optional additional competitive funds also available. Each school will receive a formula-based amount of funds determined by student enrollment. The LEA may also apply for and receive additional funds allocated through a rubric-based competitive grant process.

The DDOE will have approximately \$3.2 million in 1003(a) school supports and improvement funds, of which, approximately \$160,000 are set aside for state administration purposes. The remaining amount of just over \$3 million would be available as pass-through funds to support school improvement.

Since the DDOE would need to identify eight CSI schools to meet the 5% identification requirement, there would be less than \$400,000 available per school. Therefore, the DDOE proposes to provide a formula grant for CSI schools based on a per-pupil amount for the first \$2.4 million. Based on estimates of the total enrollment across identified schools of approximately 3,000 students, the per-pupil amount for formula awards will be approximately \$800. If the formula amount does not sufficiently enable effective implementation of selected improvement strategies, then the LEA may also apply for a portion of the remaining \$600,000 to \$700,000 on a competitive basis. Competitive grant awards will be determined based on strategy alignment to identified needs, evidence base of selected strategies, and verified costs. This information will be included in the formula funds application, and will not require significant additional work for the LEA or school.

The DDOE will allocate state school improvement funds to provide CSI supports to non-Title I schools performing as low or lower than the 5% lowest-performing Title I schools.

DDOE funding available under ESSA section 1003(a) will very likely be insufficient to fund TSI-1 schools at a significant level. Once all CSI school improvement funds have been allocated, the DDOE will examine the remaining funds to determine available money to best support TSI schools.



Any remaining 1003(a) funds will be combined with any excess program state administration funds and/or available state funds in order to provide fiscal support for TSI school improvement efforts. Once this amount is determined, LEAs will be eligible to apply for TSI support based on a per-pupil amount. Regardless of funding amounts, the DDOE will still provide technical assistance to support LEAs and schools identified as TSI-1 and TSI-2 and recommend that the LEA set aside funds to provide additional support to each TSI school.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

***March 13, 2017 Revised Template Question***

**A.4.viii.e. Technical Assistance.** Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA CSI plans. The DDOE will offer a variety of supports to schools and LEAs that could include on-site technical assistance; off-site networking sessions; embedded professional learning; virtual learning experiences; guidance documents; and templates to support needs assessment, improvement planning, and monitoring.

The DDOE will collaborate with LEAs and regional assistance centers to develop a resource hub with regionally implemented, evidenced-based strategies. In addition, the DDOE will assist LEAs in exploring and identifying appropriate resources in national clearinghouses, such as:

- What Works Clearinghouse
- Results First
- Regional Education Laboratories and the Regional Comprehensive Centers
- Best Evidence Encyclopedia

As mentioned previously throughout this plan, the DDOE conducted a variety of stakeholder engagement activities to elicit input. Community Meeting participants provided valuable feedback for the DDOE to consider when outlining options for technical assistance and identifying evidence-based strategies for ESSA. While opinions often varied by topic and question, a set of common themes did emerge:

- *Addressing social and emotional skills.* Participants discussing both measures of student readiness and early learning programs stressed the need to prioritize social and emotional learning as an area to provide instruction and measure student ability.
- *Developing a positive school climate.* Participants felt that it was important that school climate be included as an indicator of school quality and enhanced as a strategy for improving teacher recruitment and retention.



- *Ensuring smaller class sizes.* Ensuring smaller class sizes was emphasized as an important strategy during discussions about how to help ELs, special education students, and students experiencing poverty or trauma, and in conversations about recruiting and retaining teachers.
- *Providing access to wraparound services.* The availability of “wraparound” services, such as mental and physical health care, counseling, after school programs, tutoring, and other supports, were discussed in a variety of ways across all three topic areas.

The DDOE will explore and identify strategies, resources, and opportunities that can assist in addressing the themes outlined above. The DDOE will work with LEAs, the business community, and other state agencies to address common needs identified through the LEA-led needs assessments, root cause analyses, and school improvement plan processes.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

***March 13, 2017 Revised Template Questions***

A.4.viii.c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

A.4.viii.f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

As mentioned previously in section 4.2.A.ii:

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, “Enhanced on-site technical assistance and professional learning” provided by the DDOE, with an additional 40% requesting, “More intensive support and oversight to schools,” and a “Leadership capacity review.”

Schools identified for improvement under previous iterations of the law and re-identified under ESSA will automatically be elevated to CSI-R status. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine previous school improvement efforts/plans, programs, strategies, initiatives, instructional practices, assessments, staffing, systems development, and all factors that were intended to bring about change in that school. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.



The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

Based on comprehensive needs analysis, including the qualitative needs analyses, an LEA will be required to amend its comprehensive support and improvement plan to:

1. Address the reasons the school did not meet the exit criteria, including whether the school implemented the interventions with fidelity and sufficient intensity, and the results of the new needs assessment.
2. Update how the LEA will continue to address previously identified resource inequities and identify any new resource inequities consistent with the requirements to review those inequities in its original plan.
3. Include the implementation of additional evidence-based interventions in the school *that are identified by an external LEA needs assessment* and that are more rigorous and based on strong or moderate levels of evidence.

The DDOE will provide support and guidance to the LEA for providing operational and financial flexibility for schools identified for improvement.

Note: Determining what constitutes a “more rigorous intervention” will depend in part on what interventions the school previously implemented, the effectiveness of implementation, and other factors that did not lead to improved outcomes. This will take a concerted effort between DDOE and the LEA to examine programs, systems, strategies, and financial alignments that were contributing factors to the lack of improved outcomes. The determination of a “more rigorous intervention” will be made on a school-by-school basis. Interventions will be aligned to the school’s needs assessments and the indicator areas for which the schools were identified.

See previous section 4.2.A.ii in which the exit criteria for CSI is described. The process outlined in this section will be considered as part of the “more rigorous intervention” strategy.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).



**March 13, 2017 Revised Template Question**

A.4.viii.d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires states to review resource allocation between LEAs and between schools for those LEAs with a significant number of schools identified as TSI or CSI. A review of resource allocation must include a review of LEA- and school-level resources, among and within schools, including:

- Disproportionate rates of ineffective, out-of-field, or inexperienced teachers identified by the state and LEA consistent with sections 1111(g)(1)(B) and 1112(b)(2) of the Act; and
- Per-pupil expenditures of federal, state, and local funds required to be reported annually consistent with section 1111(h)(1)(C)(x) of the Act.

Also including, at the school's discretion, a review of LEA- and school-level budgeting and resource allocation with respect to resources described above and the availability and access to any other resource provided by the LEA or school, such as advanced coursework, preschool programs and instructional materials, and technology.

As mentioned earlier in section 4.2 regarding identification for CSI and TSI, LEAs will conduct a needs assessment to assist schools in developing appropriate improvement plans using evidence-based strategies. However, at the beginning of each four-year improvement cycle, those LEAs determined to have a significant number of schools identified for school improvement will work in collaboration with the DDOE to conduct a comprehensive needs assessment to identify any resource inequities. LEA size varies across the state of Delaware, and, therefore, a "significant number" of schools will depend on the total number of schools in the LEA. The DDOE will work in cooperation with the LEAs to determine what a significant number means on a case-by-case basis. For example, in a district with only four schools, a significant number may be one school, whereas in a district with ten or more schools, a significant number may be more than two.

Staff members across DDOE branches and workgroups will work in collaboration with the LEAs to assess resource inequities and provide support for improvement plan development and implementation. Internal collaboration and coordination across the various branches and workgroups will allow the DDOE to more efficiently and effectively support and monitor LEA school improvement planning and implementation. In that regard, ongoing assessment of potential resource inequities will be included as part of the regular monitoring that the DDOE already conducts for federal and state programs. By including this ongoing assessment and feedback as part of required monitoring, the DDOE will be efficient in supporting LEAs.



## Section 5: Supporting Excellent Educators

*Educator quality remains the most significant in-school factor affecting whether Delaware's students receive the great education that they deserve.*

Across the nation, poor and minority students frequently have access to fewer quality educators and educational resources than their nonminority and more affluent peers. Delaware has long focused on closing educator equity gaps because we, as a state, believe that the achievement gap will only close for our highest need students when all students have equitable access to the most effective and well-prepared educators.

While some schools in Delaware have closed educator equity gaps, statewide student achievement data reveals we have more work ahead. With increased federal and stakeholder attention on educator equity, the urgency to spread these pockets of success across the state has never been greater.

The DDOE has one team solely focused on educator and leader quality. There are nine guiding principles that govern the work of this team and enable the DDOE to provide supports to LEAs.

- Improve School Leadership
- Strengthen Educator Preparation
- Enhance Educator Selection and Retention
- Improve Professional Learning,
- Teacher Leadership
- Increasing Fidelity of Educator Evaluation to Provide Actionable Feedback
- Use High-Quality Data to Make Decisions
- Enhance Licensure and Certification Requirements
- Child Protection

Some of these principles are expanded upon below as meets the requirements of the ESSA statute. Others are specific to Delaware law and needs, and, therefore, are not expanded upon below as they are not required by ESSA statute. For a more robust look at Delaware's Plan to Ensure Excellent Educators for All, please see this link—[Delaware's Plan for Excellent Educators For All](#). DDOE provides supports to all schools across the state that indicate the desire to increase their educator and leader quality. There is a specific focus on how to support those schools that have faced significant challenges.

DDOE will continue to work with the Educator Equity Steering Committee on all of this work to determine how to best support educators and leaders.

*Delaware will only close the achievement gap for our students if all students (including students in poverty, students of color, students with special needs, and students who speak English as a second language) have equitable access to the most well-prepared and effective educators.*

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*



- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

***March 13, 2017 Revised Template Question***

**D.3. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*):** Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The following is a basic description of the licensure and certification requirements for the field of education in Delaware. Delaware has a four-tiered licensure system for educators (see [14 Del. Code, Chapter 12](#)). Regulations governing the educator licensure and certification system were developed by the Professional Standards Board (PSB) and were approved by the State Board of Education (<http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>). The DDOE is responsible for the implementation of this licensure system.

***Licensure*** – The four tiers of the state licensure system are:

- Tier One – Provisional License (1 year) – Awarded to an applicant who has:
  - Completed a bachelor's degree from a regionally accredited, four-year college, or university.
  - Achieved a passing score on an examination of general knowledge.
  - Achieved a passing score on a content-readiness exam.
  - Either completed a student teaching program or a state-approved equivalent: (a) 91 days in lieu of student teaching but not for educators in core content areas; (b) is enrolled and participating in an Alternate Route to Certification (ARTC) program; (c) is applying for a Provisional License and certification as a specialist and completes practical experience.
  - During this time, applicants who have not completed a performance assessment as part of their bachelor's degree program have the opportunity to do so.
- Tier Two – Initial License (3 or 4 years) – A three-year Initial License is awarded to an applicant who has met the requirements of the Provisional License. Upon initial application, if an individual applicant meets all the qualifications, including the passage of a performance assessment, a four-year Initial License is awarded.
- Tier Three – Continuing License (5 years) – Renewable license for educators with four or more years of experience. Educators must complete 90 clock hours of professional development and complete a criminal affirmation to renew this license.
- Tier Four – Advanced License (10 years) – Educators holding National Board Teaching Certificates are placed on an Advanced License. An Advanced License is renewed when the National Board Teaching Certificate is renewed. If an educator does not renew, the educator will be placed on a Continuing License.

***Certification*** – The Professional Standards Board regulates certification. For specific certification requirements, each subject area has a specified list of requirements that can be found at <http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>



- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

***March 13, 2017 Revised Template Question***

D.6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

**Educator Preparation Program Strategies**

The DDOE is committed to promoting well-designed education preparation programs and supporting program graduates during their early years in the classroom and to preparing a diverse pool of aspiring educators who will enter the classroom learner-ready. The DDOE will achieve this by:

- Collecting and reporting key indicator data on educator preparation programs. These indicators will enable the DDOE to make informed decisions regarding program renewal and will support educator preparation provider continuous improvement efforts.
- Aligning educator preparation programs with current and projected workforce needs and providing authentic clinical experiences in Delaware schools.

The DDOE publishes Educator Preparation Program Reports biennially that reflect levels of program effectiveness. Program performance is categorized based on program candidate and graduate data over the last five years. The reports review metrics across a variety of domains including recruitment, candidate performance, placement, retention, graduate performance, and perceptions. Student growth and teacher performance are included in the graduate performance domain. Programs are categorized as renewed, renewed with conditions, or on probation. If programs are renewed with conditions or placed on probation, they will enter a cycle of continuous improvement and are required to develop a plan of actions and indicators of progress. Based on stakeholder feedback, additional metrics will be included in the fall of 2018 to track equitable access to effective educators and educator preparation program effectiveness. These metrics include student teaching placements in high-need schools and effectiveness of recent graduates in high-need schools.

The DDOE will provide annual reporting beginning in the 2018-2019 school year. Reports may be accessed at <http://www.doe.k12.de.us/domain/398>

**Competitive Innovation Grants**

In order to address needs highlighted by the Educator Preparation Program Reports, the DDOE aims to provide Competitive Innovation Grants, contingent on available funding. These innovation grants will provide supports for educator preparation programs and P-12 partners to focus on recruitment, deepening clinical practice, and supporting novice educators with priority given to our high-need schools and LEAs. The grants provide an opportunity for schools and



districts to work more closely with educator preparation programs to ensure aspiring educators are ready to meet the needs of all students.

*\*All funding is subject to available capital, determined on an annual basis. Even if funding is not available, the DDOE is committed to working with LEAs and IHEs to meet the overall needs of our newest educators to serve all of our children.\**

**C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

#### **New Educator Induction and Mentoring** (see [14 Del. Admin Code §1503](#))

Current research and stakeholder feedback received from survey results and educator equity focus groups highlight the need to provide greater support for Delaware's newest educators to ensure all of Delaware's students receive a quality education and are college and/or career ready.

By providing comprehensive support to novice educators, the DDOE and LEAs work together toward increasing educator retention rates, improving best practices of both new and veteran staff members, and positively impacting student achievement. The DDOE has provided support for induction and mentoring since 1994.

The DDOE began offering competitive grant opportunities to LEAs in the 2013-2014 school year. Induction grants fund LEA development and/or delivery of innovative induction program models for new educators. The DDOE also provides new teacher and mentor academies as well as an online professional ethics course to support mentors and new teachers. This includes programming that:

- Increases teachers' understanding of how students learn;
- Enhances classroom management skills;
- Helps teachers directly align curriculum with academic goals; and
- Provides strategies for engaging parents and families.

Given that professional learning activities are more likely to be effective if they are ongoing, supported, and sustained, the DDOE's commitment to educator equity includes programs designed to create embedded, continuous, and effective professional learning opportunities for educators at all stages of the profession.

#### **Teacher Leadership Initiatives and Pilot**

While the DDOE recognizes that LEAs are crucial partners in preparing leaders, many leadership pathways currently require teachers to leave the classroom for administrative positions. Feedback from stakeholders, via survey responses, focus groups, and emails, has emphasized the



importance of opportunities for educator professional growth and for keeping strong teachers in the classroom.

The DDOE directly provides leadership opportunities to educators, supports LEAs in creating teacher-leader pathways, and works to elevate the profession by providing:

- The Teacher-Leader Toolkit, which equips LEAs with clearly defined, yet locally adaptable, strategies to leverage the value of teacher leaders.
- The Teacher-Leader Pilot program in select LEAs, which is designed to develop teacher leadership in partner schools and identify best practices to spread throughout the state.
- The Delaware Talent Cooperative identifies and financially rewards highly effective educators that exhibit commitment and service to their communities. It serves as a forum for professional learning, collaboration, and recognition among Delaware's top educators in high-need schools.
- Support to LEAs and other stakeholders for improving compensation, incentives, and leadership opportunities for teachers.

#### **Educator Feedback Cycles and Evaluation** (see [14 Del. Code, Chapter 12](#))

DDOE has a statewide educator evaluation system and alternatively approved educator evaluation systems as permitted by state law. The statewide educator evaluation system incorporates multiple measures of educator performance, including, but not limited to, planning, classroom management, instruction, and student growth. DDOE approval of alternative evaluation systems requires assessment of multiple performance metrics, with student growth being a mandatory component.

District administrators, charter school leaders, educators, and DDOE officials have consistently noted that stakeholders must work together to bring greater integrity to educator evaluation. Specifically, evaluation must provide individualized feedback/coaching, accurate ratings, and an overall integration of multiple measures of student growth and teacher effectiveness. The DDOE will provide training and coaching supports for principals and LEAs to enhance educator evaluation implementation and thereby improve instruction through more regular and targeted observations and individualized feedback.

## **5.2 Support for Educators.**

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Resources to Support State-Level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
  - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).



### ***March 13, 2017 Revised Template Questions***

- D.1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.
- D.2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

### **Supporting School Leaders**

Delaware believes the following strategies will address current challenges related to school leader effectiveness and retention, particularly for students who need them the most. Following is a brief summary of the potential new strategies.

#### ***Increase high-quality preparation programs for leaders in high-need schools.***

Regulation 1595 allows for new and innovative approaches to developing school leaders. Delaware seeks to address the challenges associated with poor leader preparation for high-need schools. New programs include the Delaware Leadership Project (DLP) and University of Delaware's Principal Preparation Program (PPP). Organizations such as Teach For America and Wilmington University are also exploring new pre-service pathways in partnership with schools serving low-income communities. Delaware's major pre-service partners are working to address the unique challenges of turnover and effectiveness in order to close educator equity gaps.

#### ***Create a network of leaders in high-need schools.***

Delaware will support at least 10 principals of high-need schools to attend robust, rigorous school leadership training. In addition, DDOE will support the ongoing development of school leaders and their teams through training and by sharing key lessons learned.

### **Supporting Recruitment and Selection of Effective Educators**

*Join Delaware Schools* ([www.joindelawareschools.org](http://www.joindelawareschools.org)) is a statewide educator recruitment portal that went live in May 2013 and was one of the first of its kind in the country, notably due to the high level of district and charter participation. The purpose of this initiative is to provide education professionals seeking employment an easy and effective way to search for available jobs throughout the state. Job seekers also can apply for multiple available positions with one application. Through the *Join Delaware Schools* online portal, potential candidates can search openings, learn about districts and individual schools, and post their résumés to one centralized site where districts or charter schools looking for talented teachers and leaders can access them.

Future plans include linking the portal to the state financial system, which will allow LEA human resource users to cross-reference and link a variety of information on applicants without the need to input the same information more than once. DDOE also is exploring ways to strengthen the site's ability to capture and display recruitment and hiring data, which inform districts of hiring trends, identify gaps in recruitment related to hiring needs, and have the ability to inform statewide policy.

DDOE is committed to working alongside LEAs and educator preparation programs to build stronger pipelines and selection models. This could include helping to develop robust selection models that identify specific competencies related to serving students from disadvantaged



backgrounds during the interview process. DDOE can connect LEAs to one another to share best practices and can provide national resources for this work as well. One LEA in the state has been using an effective and efficient model for leader selection. DDOE has committed to encouraging this LEA to share across the state with charters and traditional districts.

In addition to a robust focus on school leadership and recruitment and selection of educators, the DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity by

- Supporting LEA efforts to recruit, develop, and retain the best educators;
- Providing resources for comprehensive induction and mentoring programs; and
- Making robust and actionable educator effectiveness and preparation program effectiveness data available to LEAs.

Focus groups, online survey comments, and feedback from school leaders also support development of a comprehensive induction program to support new school leaders and to provide greater access to leadership development.

Based on stakeholder feedback, the DDOE will offer the following supports:

- Offer LEAs competitive grant opportunities (contingent on available funding) to design, implement, and support school leadership opportunities to build local capacity with a focus on recruitment and preparation, professional learning, retention, and compensation.
- Support a comprehensive induction program for new or novice school leaders.
- Develop high-quality educator preparation programs and alternative routes to certification by raising standards and strengthening assessment and support. This includes evaluating program effectiveness by compiling data on the qualifications of enrollees, considering student achievement in classes led by program graduates, and tracking placements in schools that predominantly serve low-income students and students of color. DDOE is also committed to facilitating partnerships between LEAs and educator preparation programs that institutionalize best practices, increase quality and effectiveness, and ultimately improve student achievement.
- Offer resources and tools to LEAs, including district and school level data, Excellent Educator Dashboard (EED) and Educator Equity LEA Planning Toolkit.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

***March 13, 2017 Revised Template Question***

**D.4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)):** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

State and local leaders are committed to providing educators opportunities to improve their practice through meaningful and differentiated professional learning experiences aligned with the



state's standards for professional learning. The Learning Forward standards were adopted as the state standards for professional learning in 2012 (see [14 Del. Admin Code](#)).

The examples below include professional learning designed to improve educator practice and student outcomes. Key aspects of professional learning are quality experiences that are responsive to emerging educator and student needs, customized resources designed to build knowledge and skills and provide follow-up support, and structures that are maximized to build teacher-leader and/or administrator capacity.

These initiatives will continue to be evaluated and discussed with stakeholders to determine the need to continue and improve them as necessary for efficiency and effectiveness.

Key levers for advancing strong professional learning systems include:

- Incentivizing – Reimagining Professional Learning Grants.
- Training – directors of instruction trained in each of the professional learning standards via the Teaching and Learning Cadre and Literacy Coalition.
- Technical assistance – during the Consolidated Grant writing process.
- Support structures – school site visits, teacher leader academies, eLearning resources.
- Program evaluation support – educating central office staff members and modeling the evaluation of program effectiveness according to Guskey's 5 Levels for Evaluating Professional Development framework.
- Applying the Guskey framework to the evaluation of DDOE-led initiatives.
- Stakeholder engagement – development of a statewide vision for professional learning and gathering feedback.

While educator professional learning can come in various forms, professional learning content should be related to both professional growth needs and the needs of students. Examples of initiatives to improve the skills of educators in identifying and providing instructional skills based on student needs are outlined below:

### **Delaware Early Literacy Initiative**

The DDOE provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's State Systemic Improvement Plan (SSIP) is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student's specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP Advisory Council, the state's stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP's State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware's statewide assessment.



### **Response to Intervention Guiding Coalition**

The DDOE provides supports and structures to all stakeholders on providing high-quality instruction and interventions matched to students' needs through the Response to Intervention (RTI) Guiding Coalition. The Coalition includes stakeholders from each of the three counties at the elementary and secondary levels in both mathematics and reading/writing. The RTI Guiding Coalition will:

1. Identify barriers to implementation of RTI at each of the three tiers, with recommendations on how to clear the path;
2. Identify bright spots of RTI implementation as opportunities for larger replication; and
3. Research and make recommendations about resource allocations and professional learning.

### **Reading-Writing Project**

The DDOE provides systemic structures and supports for teachers to identify students with specific learning needs and provide instruction based on student needs. The DDOE will support cohorts of grade-level teams, including special education teachers, to create Delaware state standards-aligned ELA units for statewide use. Cohort professional learning will focus on:

1. Learning progressions to help teachers understand the trajectory of instruction toward mastery of each standard; and
2. Formative assessments aligned to learning progressions to better ascertain where learning breaks down and to determine appropriate instruction based on the needs of students.

### **Learning Leader**

The DDOE provides supports for school leaders to identify effective instruction and provide effective feedback to teachers based on student achievement by implementing the strategies learned through this network. A cohort of principals and other school leaders will participate in formative classroom walkthroughs in schools throughout the state. Successful implementation will include:

- A common language for educators (principals, teachers, central office, coaches) to describe the impact of effective instruction on student learning and achievement.
- The knowledge, skills, and confidence for principals to drive professional learning forward for individual teachers and instructional teams.
- The knowledge, skills, and confidence to design and differentiate professional learning plans for individuals and groups.

### **Reimagining Professional Learning Innovation Grants**

The DDOE provides innovation grants designed to improve standards-based instruction. Reimagining Professional Learning Grants support the work of schools to improve the quality and efficacy of professional learning for educators. In spring 2016, the DDOE awarded over \$400,000 to 21 elementary, middle, and high schools across the state to support their efforts towards job-embedded, intensive, collaborative, data-driven, outcome-focused professional learning. Awards were based on each school's integration of the DDOE's professional learning standards (Learning Forward). Grants incorporate innovative, rigorous models of professional learning for instructional strategies to strengthen teaching and learning in areas specific to the



school's needs assessment, as well as address issues of equity and access. Awarded schools received technical assistance from DDOE in changed leadership, program evaluation, learning designs, as well as through a midyear and end-of-year checkpoint.

### **Cadre and Coalition Meeting Structures**

The DDOE convenes LEA leaders monthly through Coalitions and Cadres for science, mathematics, ELA, and social studies. These meetings provide a structure for professional learning, resource development and dissemination, trainings, cross-LEA collaboration, and strategic planning. In most cases, these meetings are co-led by LEA and SEA leaders.

### **School Site Visits**

For the past three years, DDOE has conducted site visits to Delaware schools to provide feedback on the implementation of the state standards. A team of content experts spends a full day on site—interviewing teachers, students, parents, and administrators; analyzing important documents; and conducting classroom walkthroughs. Following the visit, the school is provided a report, which summarizes the commendations, recommendations, and expectations in four areas of focus: implementation of the standards, supporting each learner, professional learning and support, and leading and problem solving.

### **eLearning, Anytime Anywhere Learning for Educators**

In response to the patterns noticed through DDOE school site visits, professional learning opportunities are put in place to address major areas of need. The team keeps a tracker of the themes that emerge from the visits each year and uses this data to guide the development of eLearning options to make available statewide.

### **Math Curriculum Academy**

Teachers statewide are convened to focus on specific areas of challenge within the mathematics standards and to develop curricular resources. Districts and charter schools can adopt or adapt these resources for use within their local curriculum. The Academy started by addressing middle school, where a significant drop in student proficiency occurs (grade 6), and is now including the high school and elementary levels.

### **Science Teacher Leader Project**

A cohort of 200 teacher leaders from every Delaware school district and a majority of charter schools meets monthly to support the implementation of state science standards. In its third year, these teacher leaders have unpacked the standards, are engaged in professional learning with national experts to know the standards deeply, take the lead in providing turn-key professional learning in their schools, and gather to share evidence of impact and share best practices across schools.

### **Professional Learning Plan Technical Assistance**

The DDOE will provide LEAs technical assistance for developing professional learning plans. Technical assistance will support data analyses, identification of needs, and identifying evidence-based strategies to improve leadership practice, teacher practice, and student learning.



## Micro-Credentialing

Micro-credentials are an emerging learning design that shows promise for offering educators an on-ramp for identifying and meeting classroom-specific professional learning needs. A few key features define educator micro-credentials. First, they are competency-based, meaning that the educator will need to demonstrate the skill and translate it to learning outcomes for students. Second, they are personalized, and can be accessed in an on-demand schedule. As a personalized learning design, micro-credentials allow educators to focus on a discrete skill related to their professional practice, student needs, or school goals. The department, in consultation with the Professional Standards Board's professional development and associate compensation committee is currently developing a process to use micro-credentials as another option available to educators to earn clock hours for re-licensure. Organizations such as Educators Rising and the National Education Association currently offer micro-credentials, which target effective pedagogical practices in areas such as cultural competencies on anti-bias instruction and equitable classroom culture. The DDOE will work with DASA, DSEA, and the districts to explore ways to offer professional learning and micro-credentials in a way that will support excellent educators across the state.

### 5.3 Educator Equity.

- A. Definitions.** Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	<b>Educator Evaluation Summative Ratings:</b> An ineffective educator has earned an overall unsatisfactory summative rating (either "Ineffective" or "Needs improvement") on his/her most recent overall summative evaluation. The overall summative rating reflects educator performance in five equally weighted components using Delaware's Performance Appraisal System II (DPAS-II) or an equivalent, alternative evaluation system and is aligned with the requirements contained within Delaware statute.
Out-of-field teacher*+	Teachers who do not hold full certification required for a particular class in which they are the teacher of record and have not demonstrated subject-matter competence for the content of the class as outlined in Delaware statute (reference <a href="http://delcode.delaware.gov/title14/c012/sc02/index.shtml">http://delcode.delaware.gov/title14/c012/sc02/index.shtml</a> ).
Inexperienced teacher*+	<b>Rates of First-Year Teachers:</b> Most teachers improve considerably during their first year of practice. The prevalence of first-year teachers is one indicator of equity. For the purpose of this metric, "Inexperienced Teachers" have less than a year of experience.  <b>Rates of Novice Teachers:</b> In Delaware, an "Experienced Educator" is defined as an educator who holds a Continuing or Advanced License. In order to earn a continuing license, an educator must have completed four or more years of successful teaching experience. For



Key Term	Statewide Definition (or Statewide Guidelines)
	the purpose of this metric, “Inexperienced Teachers” have less than four years of experience.
Low-income student	Students are categorized as “low-income” if they receive either Temporary Assistance for Needy Families (TANF) or Supplemental Nutritional Assistance Program (SNAP)—jointly referred to as “Direct Certification”.
Minority student	Students of color who identify as any race/ethnicity other than white.

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
High-need school	A school is classified “high-need” if it is in the top quartile among either elementary or secondary schools in three or more of the following: <ul style="list-style-type: none"> <li>▪ Percent low-income students,</li> <li>▪ Percent ELL students,</li> <li>▪ Percent SWD,</li> <li>▪ Percent underrepresented minority students,</li> </ul> or if the school has more than 90% of their students classified as low-income, ELL, or underrepresented minority.

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- The rates and differences in rates calculated in 5.3.B;
  - The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
  - The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
  - The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

**March 13, 2017 Revised Template Question**

- A.5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced



teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

The rates and differences in rates calculated in 5.3.B.	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable state privacy policies.	<a href="http://www.doe.k12.de.us/domain/186">http://www.doe.k12.de.us/domain/186</a> and <a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R § 200.37	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R § 200.37	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>

DDOE is committed to improving educational outcomes for all students. “Equitable access to excellent educators” is one of the DDOE’s strategic priorities. The DDOE’s educator equity plan outlines specific DDOE activities, and provides recommended actions and supports for LEAs to ensure that inexperienced, ineffective, or out-of-field teachers are not disproportionately assigned to students from low-income families or students of color, or that these students are not exposed to significantly higher rates of teacher turnover. The plan not only includes general statewide reporting on the equitable distribution of effective educators, but it also denotes creating measures that DDOE will use to evaluate and publicly report state and/or LEA progress. Given the importance of strong school leadership, the plan also addresses students from low-income families and students of color’s access to high-performing school principals.

The DDOE has identified the following data sets for educator equity data reporting and analysis:

- Climate survey with an emphasis on teaching and learning working conditions;
- Ongoing educator evaluation data for all educators;
- Fiscal auditing and management;
- New licensure and educator preparation standards implementation; and
- Ongoing protocols of stakeholder groups.

The DDOE will provide annual public reporting of these data sets. This will include progress reports on the DDOE website with notification to LEAs and stakeholders. The DDOE will engage stakeholders and formally update this plan at least every three years based on new data,



new analyses of root causes, and new strategies. This information will also be published on LEA and school profiles (Annual Local Education Agency Report Cards) as required in ESSA.

Beginning in fall 2017, the DDOE will publicly release annual EED reports that track state-, LEA-, and school-level progress toward reducing educator equity gaps. EED reports will include educator effectiveness metrics as outlined in the DDOE Educator Equity Plan. The DDOE released a version of this data to LEAs in fall 2016. These data will be used by LEAs to create their respective LEA equity plans. Over the course of the 2016-2017 school year, stakeholders from across the state will meet to provide feedback on the data reporting structure and components in preparation for a full public release in fall 2017. DDOE would like to highlight that making public reporting decisions with stakeholders will be key to closing educator equity gaps. An example of data that may be misinterpreted is data around inexperienced educators. It is important to consider all data holistically when considering individual metrics. In other words, just because an educator may be newer to the profession does not necessarily mean they are ineffective. The inexperienced data looked at in the aggregate may show patterns that we hope to avoid in the future as we look to retain effective educators at our highest need schools.

The EED may track key leading and lagging indicators of educator effectiveness—pre-service preparation, recruitment, induction and mentoring, educator evaluation outcomes, professional learning opportunities, compensation and career pathways, retention, etc. The compilation of metrics could result in a score/tier for the state and for each LEA and school. Scores could also be used to determine progress toward closing equity gaps and to identify differentiated supports for LEAs and schools. LEAs and schools will also use these data during their comprehensive needs analysis and planning processes.

The DDOE is vetting, refining, and further defining metrics listed below in consultation with stakeholders. During the ongoing consultation process, component weights will be determined and continued alignment with Delaware State Code will be considered.

Metrics (based upon priority equity gaps and stakeholder input) may include:

***Student Access to Experienced Educators***

- Percentage of students scoring in the bottom quartile of state assessment performance who are taught by novice (inexperienced) educators as compared with students in other quartiles;
- Percentage of novice teachers in high-need schools compared with non-high-need schools;
- Percentage of first-year teachers in high-need schools compared with non-high-need schools.

***Student Access to Excellent Educators***

- Percentage of educators in tested subjects earning an “Exceeds” rating on the DSSF student growth measure in high-need versus non-high-need schools;
- Average educator evaluation criterion-level ratings for educators in high-need versus non-high-need schools;
- Percentage of educators earning highly effective summative ratings in high-need versus non-high-need schools.

***Student Exposure to Exiting Educators***

- Total rate of educator turnover, pooled over five years, in high-need versus non-high-need schools;
- Rate of highly effective educator turnover in high-need versus non-high-need schools;



- Total rate of school leader turnover in high-need versus non-high-need schools.

***Student and Educator Access to “Positive” Environment***

- Percentage of educators reporting their school is a “good place to work and learn” in high-need versus non-high-need schools;
- Gap between average compensation in high-need versus non-high-need schools;
- Other school climate or educator working conditions metric (to be determined).

The following metrics may also be included as part of the EED:

- Percentage of all educators who are new to a district and who are hired by June 15 (recruitment);
- Increase in number of applications for positions in high-need schools (recruitment);
- Percentage of first-year mathematics and ELA teachers rated “Exceeds” on Student Growth Component (recruitment/induction);
- Increase in the percentage of educators agreeing with the following statement: “Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers” (professional learning);
- Percentage of an LEA’s schools in the top quartile for teacher ratings and the lowest quartile for student achievement (evaluation);
- Percentage of an LEA’s schools with less than 50% of students proficient and more than 90% of educators rated satisfactory on all observational components (evaluation);
- Percentage of an LEA’s experienced educators with a Student Growth Component score lower than the LEA’s average novice teacher score (evaluation).

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

***March 13, 2017 Revised Template Question***

**D.5. Data and Consultation (ESEA section 2101(d)(2)(K)):** Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Delaware will use cycles of data analysis and technical assistance to aid LEAs in using Title II, Part A funds toward ensuring equitable access to excellent educators.

The state will first provide LEAs with annual school-level data relating to gaps in educator effectiveness, educator retention, educator experience, and out-of-field educators. With technical assistance and support from the state, LEAs will have the opportunity to identify potential root causes for key gap area(s). This identification process may include additional data analysis done at the LEA or state level, as well as interviews, focus groups, and surveys conducted at the LEA or school level. LEAs must solicit stakeholder feedback in the identification of root causes. Following the identification of the root causes, LEAs can select activities supported by Title II, Part A funds to target those root causes. LEAs must also solicit stakeholder feedback when selecting activities. Annual monitoring and technical assistance will require LEAs to revisit equity data, track progress toward equity gap closure in identified area(s), and modify activities



supported by Title II, Part A accordingly. Stakeholder is defined as educators, leaders, district office, school boards, parents, and community members. This is not meant to be an all-inclusive list and could include other groups.

The teaching environment includes many complex variables (i.e., demands on scheduling and teacher time, autonomy, professional development opportunities) that together can influence student-learning gains, student perceptions of support and rigor, and teacher effectiveness. A Delaware State Education Association (DSEA) 2009 whitepaper cited the importance of teaching conditions and urged “DOE to partner with Dr. Eric Hirsch and the New Teacher Center to conduct an ongoing teaching and learning conditions survey statewide” as part of its planning. In response, DDOE worked with a coalition of partners (including DSEA, the Delaware Association of School Administrators, the State Board of Education, the Governor’s office, etc.) to launch the TELL Delaware survey ([www.telldelaware.org](http://www.telldelaware.org)) in January 2013. TELL Delaware is an anonymous, statewide survey of licensed, school-based educators designed to assess teaching conditions at the school, district, and state levels.

School-based licensed educators completed the survey during a five-week period through an anonymous online access code. This was Delaware’s first statewide survey about teaching conditions and the first statewide survey where results were reported publicly at school, district, and state levels online.

Fifty-nine percent of Delaware educators responded to the survey, representing 6,153 out of a reported 10,392 school-based licensed educators in Delaware. Nearly 80% of schools (175 out of 225, 78%) met the 50% and minimum of five respondents response rate threshold required to receive an individual school-level data report. Results were published and made available online through the TELL Delaware website.

After the results of the TELL Delaware survey were published, the DDOE conducted a workshop for district leaders on “taking action with TELL DE data” for district leaders. The workshop demonstrated how resources provided by the New Teacher Center could be used to reflect upon the data at the school- and district-level and make any needed changes.

TELL Delaware will be given again in May 2017 and will be given biannually thereafter.

Development of the equity plan included stakeholder engagement with:

- District administrators
- Delaware Principals Advisory Group
- Delaware Talent Cooperative
- Nonprofit partners
- Charter school leaders
- Data Analyst Working Group
- DSEA
- DASA
- DDOE’s Directors Council
- Licensure and Certification Committee
- Delaware Workforce Development Board
- Wilmington Education Think Tank
- P-20 Council



- Teaching and Learning Cadre
- Delaware's Congressional Delegation
- LEA Human Resource Directors
- Parent Advocacy Council for Education (PACE)
- Professional Standards Board (PSB)
- Delaware State Board of Education (SBE)

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
  - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Stakeholders, including human resource directors, Teaching and Learning Cadre members, the Equity Steering Committee, and the Delaware SBE, also identified strategies for addressing significant differences in the rates for which student subgroups are taught by ineffective, out-of-field, and inexperienced teachers. The DDOE is in continued consultation with these stakeholders in order to identify root causes, formulate effective strategies, and develop a prudent timeline for implementation. The table below outlines previously identified plausible causes and possible strategies to address them. The Educator Equity Plan Steering Committee will continue to provide feedback on these strategies. In addition, DDOE will work in consultation with LEAs to assist with their identification of possible strategies and implementation.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
School leadership, including leadership skills, principal turnover, resource allocation, and school leader autonomy.	Provide training and support in educator evaluation, including supporting administrators in using multiple tools to differentiate supports to each teacher's needs.
Educator preparation, including not preparing educators for success in high-needs schools, too little hands-on experience, and a lack of collaboration between LEAs and IHEs.	Publish scorecards for educator preparation programs, work with IHEs to meet LEA needs, and pursue alternative educator programs that are high quality and targeting high-needs schools.
Recruitment, selection, and staff management practices, including strategic placement, late hiring, contractual hindrances, and difficulty removing ineffective educators.	Continue to provide JoinDelawareSchools.com; improve educator data and analytics, including support for using numerous platforms currently provided, and developing an EED; support school leaders to effectively use educator evaluation systems to target supports to teachers.
Induction and mentoring of new educators, including strategic execution of existing mentoring programs.	Continue to support LEA's improvement of Delaware's Comprehensive Induction program, including performance requirements.



Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Low compensation and lack of career pathways.	Work with LEAs to develop teacher leadership pathways, including a statewide pilot.
The immediate need for additional stakeholder input in prioritizing and executing the above strategies.	The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.

*The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.*

*Many of the specifics of larger supports are provided in previous portions of this section. This chart is only intended to provide a high-level overview. It is in no way comprehensive.*

- F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating all differences in rates.

DDOE is committed to addressing systemic educator equity gaps. Timelines and interim targets were established based on historical data and stakeholder feedback. The long-term goal is to eliminate disproportionate rates of inexperienced, ineffective, and out-of-field educators in Delaware schools by 2030. Interim targets are set at 2025 and align with the 2015 Plan to Ensure Equitable Access to Excellent Educators for All Students. The tables below show baseline equity gaps and disproportionality rates as described in Section 5.3.B, interim targets, and long-term goals.

Targets and Goals to Alleviate Gaps Between Low-Income Students at Title I Schools and Non-Low-Income Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	2.40 percentage points	3.70 percentage points	1.90 percentage points	0.10 percentage points
<b>2025 Interim Target</b>	0.96 percentage points	1.48 percentage points	0.76 percentage points	0.04 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points



Targets and Goals to Alleviate Gaps Between Low-Income Students at High-Need Schools and Non-Low-Income Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	3.30 percentage points	7.10 percentage points	5.00 percentage points	3.30 percentage points
<b>2025 Interim Target</b>	1.32 percentage points	2.84 percentage points	2.00 percentage points	1.32 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at Title I Schools and White Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	2.50 percentage points	4.10 percentage points	2.50 percentage points	1.20 percentage points
<b>2025 Interim Target</b>	1.00 percentage points	1.64 percentage points	1.00 percentage points	0.48 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at High-Need Schools and White Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	4.00 percentage points	9.10 percentage points	7.70 percentage points	6.50 percentage points
<b>2025 Interim Target</b>	1.60 percentage points	3.64 percentage points	3.08 percentage points	2.60 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points



## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

#### **March 13, 2017 Revised Template Question**

- A.7. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The DDOE's vision is, "Every learner ready for success in college, career, and life." This requires a strong focus on rigorous standards and assessments, while also providing a comprehensive support system for students along the continuum of prekindergarten to career.

Data show that student proficiency levels start to decrease at key transition points. Specifically:

- Statewide performance on Smarter mathematics shows that proficiency rates peak at 55% in grade 3 mathematics with a steady decline particularly in grades 6-8 and 11.



- A similar trend occurs in ELA proficiency with students achieving 60% proficiency in grade 5, while middle school and high school hover around the 50% mark. (Refer to <http://www.doe.k12.de.us/Page/3014>.)
- In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that only 30% of the state's ninth-grade cohort made it to the second year of college.
- In 2014, the DDOE entered into a statewide data sharing agreement with Delaware's public and private IHEs. Data showed the remediation rate for Delaware students enrolling in college was 44%.
- Historically students of color, SWD, and EL students fall into these patterns at a higher rate than their peers do.

The DDOE will carry out a variety of strategies using multiple funding sources in order to support student transitions and reduce the risk of students dropping out. The DDOE also will develop technical assistance and/or training for LEAs and schools describing which federal funds may be used and how federal funds may be integrated to support student transitions. Additional supports to individual LEAs and schools will be differentiated based on specific needs identified during their comprehensive needs analyses.

DDOE will use funds from a variety of sources to strengthen LEA support of students' transition between early childhood education to elementary school. Sources of funds include, but are not limited to, IDEA; Title IV, Part A; Title I, Part A; and state appropriation funds. Additionally, funding to support student transitions across K-12 and secondary to postsecondary include, but are not limited to, College Access Fund; IDEA; Title IV, Part A; Title I, Part A; Perkins; and private philanthropy funds.

DDOE strategies outlined below are differentiated for each student transition period.

#### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Early Childhood Education to Elementary School***

DDOE defines early learning as the learning that occurs starting at birth to third grade.

Kindergarten entry in Delaware begins at age five. Delaware's existing early learning system supports children from infancy through the age of five in:

- *Private early learning programs:* privately owned or nonprofit community early learning programs operating under a governance structure outside state or federal government. Funding for these programs may include parent fees, Purchase of Care, Early Childhood Assistance Program (ECAP), Head Start, Early Head Start–Child Care Partnership, Part B 619.
- *Public early learning programs:* programs operating under the governance of an LEA, which may include funding such as parent fees, Purchase of Care, ECAP, Early Head Start–Child Care Partnership, Part B 619, and Title I funds.

The Delaware Early Childhood Council promotes development of a comprehensive and coordinated early childhood system, birth to eight years old, which provides the highest-quality services and environments for Delaware's children and their families. The DDOE's Office of Early Learning works on priorities set forth within the Delaware Early Childhood



Council’s Strategic Plan, which has four goals, with correlating objectives and strategies, to accomplish this mission and can be found at:

<http://www.greatstartsdelaware.com/resources/EarlyChildhoodStratPlan.pdf>.

Accordingly, DDOE’s work supports student transitions from early learning environments to elementary school. While all goals are necessary for a comprehensive early childhood system, the outcomes of Goal 2 and Goal 3 affect the transition from prekindergarten to kindergarten.

### Delaware Early Childhood Council’s Strategic Plan

<b>Goal 1: A Healthy Start for All Children</b>	<p><b>Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally:</b></p> <ul style="list-style-type: none"> <li>▪ All children will have high-quality developmental screening and services.</li> <li>▪ All children will have support for healthy social-emotional development, including access to mental health services.</li> <li>▪ All children will have family-centered health and preventive care, including oral health, healthy eating and lifestyles, and immunizations.</li> <li>▪ All families will have access to home visitation services and improved family health practices.</li> </ul>
<b>Goal 2: High-Quality Early Childhood Programs and Professionals</b>	<p><b>All Delaware children will have access to high-quality early childhood programs and professionals:</b></p> <ul style="list-style-type: none"> <li>▪ All Delaware early childhood providers will be top-tier Delaware Stars for Early Success (Stars) programs.</li> <li>▪ All Delaware early childhood providers will facilitate family engagement and support inclusionary practices.</li> <li>▪ Delaware will have among the nation’s most highly skilled and best-supported early childhood workforces.</li> <li>▪ Delaware’s early childhood workforce will be engaged in professional learning that supports continual improvement.</li> </ul>
<b>Goal 3: Aligned and Effective Early Learning System, Birth-3<sup>rd</sup> Grade</b>	<p><b>Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children’s early learning, guided by the “Readiness Equation:” Successful Children = Ready Families + Ready Early Education + Ready Communities + Ready Schools.</b></p> <ul style="list-style-type: none"> <li>▪ Family, community, and school engagement in early learning will be supported statewide by Delaware Readiness Teams and by enhanced resources to support school readiness.</li> <li>▪ Early learning educators and families will have access to data to support their teaching and parenting.</li> <li>▪ Delaware will have unified learning standards and assessments and will engage early childhood and elementary school teachers in shared programs of teacher preparation and professional learning.</li> </ul>
<b>Goal 4: Sustained System Improvement</b>	<p><b>Delaware will develop and sustain policies, programs, and partnerships that generate continual improvement in addressing all children’s developmental needs.</b></p> <ul style="list-style-type: none"> <li>▪ Delaware will be among the nation’s leaders in implementing best practices in early childhood governance, service integration, and effective and efficient public financing.</li> <li>▪ The state will implement continual improvement programs for all early childhood services.</li> <li>▪ The state will regularly review the impacts of agency programs on the overall performance of the early childhood system.</li> <li>▪ Delaware will lead the nation in the scope and magnitude of community partnership and public commitment to early childhood success.</li> </ul>

The DDOE received feedback from community conversations and individual stakeholders that reinforced our top early learning priorities. Stakeholders acknowledged that many factors contribute to a child’s healthy development early in life—children’s holistic social, emotional, and physical well-being are critical to their success in school and in life. For this reason, DDOE commits to strategies that signal a shift from separate early learning systems and K-12 systems to a statewide PK-12 system.

Feedback from community conversations supports the state’s continued investment in existing early learning programmatic approaches, such as Head Start, ECAP, community early learning programs, and IDEA and Part B 619 funded programs, through opportunities afforded by ESSA funds. “Participants emphasize the need for more funding to expand access to early education programs” in order “to enroll all children in high-quality preschool.” Several stakeholders



expressed support for continued use of Delaware Stars for Early Success (Stars), DDOE's quality rating and improvement system. Feedback from community conversations and early learning stakeholder groups also reinforces DDOE's priority to link early learning and elementary programs in order to provide consistency, continuity, and high-quality services for students from birth through third grade.

Incorporating stakeholder feedback into our plan, DDOE has identified the following strategies to support the development or expansion of Stars early learning programs and thus the number of at-risk children enrolled in these programs. These strategies, which require LEAs to use Title I, Title II, Title III, and/or Title IV funds, also specifically support families in making the transition from their choice of early learning program to their child's elementary school.

As a result of stakeholder feedback, the DDOE has identified the following strategies to support student transitions between early learning and elementary school:

- Create a resource toolkit to support LEAs with an identified need to create a partnership with existing community early learning programs or to create or expand LEA high-quality early learning programs. The resource toolkit will include:
  - Community assets and needs assessment tools to determine the local area's need for early learning programs.
  - Tools to determine the potential impact of LEA program expansion or creation on the existing early learning landscape.
  - Policy and procedure guidance for programs.
- Offer technical assistance to LEAs and existing community early learning programs as they choose to develop or expand programs, and/or collaborate with existing community early learning programs. Particular topics suggested through feedback include:
  - Allowable uses of Title I, Title II, Title III, and Title IV funds for serving prekindergarten children in socio-economically diverse classrooms.
  - Allowable uses of Title I, Title II, and Title III funds for development of prekindergarten children's literacy skills.
  - Strategies for supporting children and families' successful transitions into kindergarten, such as online resources on how to register for kindergarten.
  - Strategies for implementing Head Start Early Learning Outcomes Framework requirements.
  - Strategies for engaging families and providing access to supports—social, health, nutrition, and mental health services.
  - Ways in which LEAs that use Title I funds can meet the ESSA requirements for collaboration and coordination with local Head Start programs.
  - Ways in which LEAs can partner with existing community early learning programs to implement the Head Start Early Learning Outcomes Framework.
  - Ways in which LEAs and community early learning programs can access and implement assessment tools that appropriate for early learning environments.
  - Ways in which LEAs and community early learning programs successfully share high-quality professional learning opportunities.
  - Coordination of comprehensive services for at-risk children between LEAs, community early learning programs, and community-based organizations across all sectors to improve the efficiency of services to children and families.



DDOE's use of funds must support its educators and administrators through alignment of early learning and K-12 professional learning and educator preparation. DDOE supports all educators of children birth to third grade to increase their understanding of the developmental needs of children with its plan to:

- Work with LEAs and community early learning programs to develop innovative ways of delivering shared professional learning to all professionals across the PK-12 system.
- Create shared professional learning opportunities for teachers, principals, other school leaders, paraprofessionals, community early learning program directors, administrators, and educators to prepare the LEA to meet the needs of all young children on topics such as:
  - Early learning competencies and age-specific, developmentally appropriate practice:
    - ♦ Differentiated instruction supporting all domains of learning, including language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.
    - ♦ Integrated curricular practices that allow for experiential learning as part of a well-rounded education.
  - The impact of adverse childhood experiences, trauma-informed practices, and an understanding of how this affects student behavior and academic outcomes.
  - How to build inclusive classroom environments.
  - How to practice the “readiness equation” component of school readiness, including addressing the transition to elementary school.
  - How to support dual language learners using culturally competent teaching practices.

Community feedback articulated a need for coordination between the early learning system and the K-12 system for a smooth transition of assessment data. DDOE will strengthen curriculum and assessment alignment between early learning programs and elementary schools through specific actions verified by feedback from community conversations:

- Develop a shared definition and vision for appropriate classroom practices birth to third grade to inform all efforts undertaken in aligning K-12 with early learning.
- Update alignment between the Delaware Early Learning Foundations (standards for early learning) and state standards for grades K-12.
- Create and/or extend “approaches to learning” and “social and emotional” standards to third grade.
- Support LEAs in the implementation of existing PK-second grade models of developmentally appropriate schedules, curricula, and formative assessment, including assessment of dual language learners prior to transition to kindergarten.
- Develop a plan for a shared, cross-sector database that captures child-level outcome data between early learning and K-12 systems.
- Examine the feasibility of supporting early learning approaches that focus on multi-language learning.



### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Elementary School to Middle School***

Many LEAs have practices and procedures in place to provide students with safe and supportive transitions between schools/grade spans. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to support all LEAs to engage in effective transition strategies for students.

Stakeholder feedback from the Student and School Supports Discussion identified several strategies to assist students with this transition. Feedback indicated that at-risk students, specifically low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students, would particularly benefit from these strategies.

As a result of stakeholder feedback, the DDOE will develop technical assistance and/or training/professional learning for LEAs to employ strategies, such as:

- Summer transition academies;
- Increasing middle school career and technical education (CTE) program of study options;
- Student-to-student mentoring;
- Orientation events for students and their families;
- Sharing student-created videos of what to expect at the new school;
- Advisory programs/periods to teach skills;
- Summer student home visits by school staff;
- School visits to the new school during the last year in the current school;
- Teaching students about new expectations in the next school setting during the final year in the current school;
- Open house events for prospective students;
- Continuing native language immersion opportunities when available and considering late-entry additions of newly arrived ELs in middle school immersion continuation models; and
- Supporting adolescent ELs.

### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Middle and High School to Postsecondary Education and Careers***

In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that:

- Only 30% of the state's ninth grade cohort made it to the second year of college.
- The state's remediation rate for those enrolling in college was 44%.

The DDOE has developed a comprehensive action plan to combat these statistics and provide all students access to rigorous state academic standards, advanced placement (AP) and dual enrollment courses, and meaningful career experiences through Delaware's Pathways to Promise program. The action plan also includes meaningful assessment benchmarks (statewide testing of all 10<sup>th</sup> and 11<sup>th</sup> grade students using the PSAT and SAT assessments) and systematic supports and incentives for LEAs to provide all students a structured transition between high school and postsecondary education.



The DDOE will continue to provide the comprehensive action plan supports listed below. Many of these supports were specifically developed to support successful postsecondary transition for at-risk student populations.

- Strategies to increase participation and success in college-level courses (AP and dual enrollment):
  - Provide funding for exam fees for students who are low income to remove barriers;
  - Provide statewide access to high-quality professional learning for AP instructors;
  - Partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards;
  - Report high school and LEA participation and success rates by subgroup in college-level courses;
  - Use College Board's AP potential tool to increase awareness and access to advanced courses.
- Strategies and systemic structures and supports for high school to postsecondary transition, such as:
  - Facilitate state-level campaigns for college application and Free Application for Federal Student Aid (FAFSA) completion;
  - Promote local development of programming to support targeted groups of students and a schoolwide college- and career-ready culture;
  - Provide communication tools to increase awareness and knowledge of college requirements and options for parents and students.
- Strategies to increase the number of students graduating with meaningful work-based learning experiences (based on the Delaware Pathways Strategic Plan):
  - Build a comprehensive system of career preparation that aligns with the state and regional economies;
  - Scale and sustain meaningful work-based learning experiences for students in grades 7-14;
  - Integrate education and workforce development efforts and data systems;
  - Coordinate financial support for Delaware Pathways Strategic Plan;
  - Engage employers, educators, and service providers to support Delaware Pathways.
- Strategies to eliminate remediation for all Delaware high school graduates:
  - Strengthen rigor of ELA and mathematics courses in K-12 to prepare students for college coursework through increased state standards alignment and professional learning for educators;
  - Develop high school intervention models to support students indicating need for remediation;
  - Develop common benchmarks for placement into entry-level college courses statewide;
  - Implement P-20 Council recommendations for the elimination of remediation;
  - Report high school and LEA college remediation rates by subgroup.
- Strategies to improve access and participation in rigorous academic standards through:
  - Supporting local innovation and deep professional learning for educators;
  - Monitoring alignment to Delaware state standards through use of [14 DE Admin. Code 502](#);



- Implementing collaborative feedback loops between the SEA and LEAs to strengthen implementation of Delaware state standards;
- Providing targeted professional learning to coaches and LEA leaders to support implementation of Delaware state standards.
- Strategies to increase high school graduation rates of ELs and former ELs (to be included in the English Learner Strategic Plan):
  - Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL supports as needed.
  - Develop a system of supports for newcomer ELs, entering Delaware for the first time as a high school student.
  - Develop practices for ELs to fulfill the world language graduation requirement by demonstrating proficiency in their native language.
  - Develop a toolkit of dropout prevention resources specific to ELs for school counselors.
  - Develop partnerships between international students attending local IHEs and secondary ELs to promote high school graduation and college attendance.
  - Connect ELs and former ELs with postsecondary work and college opportunities, e.g., high school co-op experiences, Delaware SEED scholarship, DREAMers—individuals who meet the general requirements of the Development, Relief, and Education for Alien Minors (DREAM) Act.
  - Award a Certificate of Multiliteracy to ELs who have demonstrated a high level of proficiency in their native language in addition to English.
  - Leverage the state’s new Teacher Academy CTE pathway to develop a linguistically diverse teacher pipeline among current and former ELs.
- Strategies to reduce the risk of SWD dropping out of high school through the Delaware Transition Services project:
  - Improving the preparation of middle school students for high school and exploration of postsecondary education/training and career options by developing a statewide, four-course sequence that will provide appropriate college/career transitions starting in middle school and offered to all Delaware youth with disabilities.
  - Providing professional learning opportunities for all educators and partners serving SWD:
    - ♦ Partnering with the DSEA to provide four courses on meeting the needs of diverse learners including SWD; and
    - ♦ Collaborating with the Delaware Department of Labor; Division of Vocational Rehabilitation (DVR); and Department of Health and Social Services, Division of Developmental Disabilities Services (DDDS) to provide biannually a three-day intensive training on “Developing Customized Work-Based Learning and Jobs to Students and Adults with Disabilities.”
  - Ensuring interagency collaboration—partner with DVR and DDDS to carry out:
    - ♦ Early Start to Supported Employment (ESSE) – ESSE is intended to create a seamless transition for students with moderate and significant disabilities leaving school and entering the adult workforce. The primary goal of the ESSE is paid work with post-school supports in place before the student leaves school. At least three agencies along with the student and family must work closely together for this seamless transition to supported employment to be effective.



- ♦ Pathways to Employment – a program through a 1915(i) home and community-based services (HCBS) State Plan Amendment (SPA). The interagency program expands choices and opportunities for persons with disabilities seeking to enter the job market. The program offers individually tailored employment support services to persons with visual impairments, physical disabilities, intellectual disabilities, and autism spectrum disorder—including Asperger syndrome. Pathways supports middle and high school students and persons under age 25 meeting the eligibility criteria.
- ♦ Project SEARCH – Uses a combination of classroom instruction coupled with workplace internships to prepare individuals with developmental and intellectual disabilities for competitive employment.
- ♦ A state interagency team that consistently participates in annual National Technical Assistance Center on Transition (NTACT) activities. Delaware is currently in a long-term technical assistance agreement with NTACT through 2019.
- ♦ The DDOE co-facilitates the Delaware State Transition Council with DVR and DDDS. During State Transition Council meetings, stakeholders are provided an opportunity to give input to current and future Delaware transition initiatives.

**B.** The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

14 DE Admin. Code 503 outlines required courses and course opportunities for all students, and 14 DE Admin. Code 505 outlines graduation requirements for all high school students. However, these regulations do not guarantee that all students will have equitable access to the broad range of courses offered within a school.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote equitable access to a well-rounded curriculum for all students.

Many LEAs have practices and procedures in place to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, students of color, ELs, SWD, or low-SES students are underrepresented. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to encourage all LEAs to engage in effective access strategies for students.

The DDOE will also work collaboratively with LEAs and other agencies to develop technical assistance and training/professional learning supports identified by stakeholders. Stakeholder feedback from the Student and School Supports Discussion Group identified several strategies to assist students’ access to a well-rounded curriculum. Feedback indicated that at-risk students, specifically low-income students, students of color, SWD, students in foster care, homeless students, and ELs, would particularly benefit from the strategies listed below:

- Developing partnerships between the DDOE, LEAs, and mental and physical health programs that promote equitable access to quality programs and supports aligned to student needs, including but not limited to:



- Access to counseling and social workers for children and families;
- Rigorous training and credentialing in teacher preparation programs to help new teachers work with students across all needs—low-income students, SWD, EL students, students in foster care, homeless students, students who have experienced trauma, etc.;
- Access to healthy meals beyond the school day.
- Training and other supports to help educators better understand students from different backgrounds, individual student needs, and cultural ways of learning.
  - Provide recommendations to schools on the use of bilingual staff members and parent liaisons instead of internet translation sites for correspondence with parents.
  - Establish bilingual parent liaisons in schools with high EL student populations to facilitate communication.
  - Clarify to LEAs/schools the requirements and non-requirements for EL, immigrant, and refugee student enrollment to facilitate entrance into schools.
- Developing parent resources to support student transitions.
- Technical assistance to LEAs for providing robust, whole school, extended day programs/clubs.

Additional technical assistance and training/professional learning topics may also include:

- Analyzing data to determine equitable access issues;
- Creating master schedules that do not create access barriers for subgroups of students;
- Course selection counseling to encourage underrepresented students to enroll in courses that align with STEM and more liberal arts realms;
- Strategic school counseling to provide equitable student access to the full curriculum.

The DDOE will continue to refine its technical assistance to LEAs and professional learning in meeting the unique need of ELs:

- Leverage multiple learning designs to provide ongoing professional learning on meeting the needs of ELs, including dual language learners, SWD, and those identified as gifted and talented.
- Provide content professional learning that integrates evidence-based practices to support ELs.
- Provide specialized professional learning opportunities for EL teachers on the integration of English Language Development Standards and the college- and career-ready standards.
- Provide school counselors with focused training on interpreting international transcripts and protocols for the enrollment of immigrant students, including Students with Interrupted Formal Education (SIFE).

The DDOE will also continue to provide the following technical assistance and training/professional learning supports for SWD:

- *Standards-Based IEP Initiative* – LEAs receive professional learning and coaching in developing IEPs that provide meaningful access to the general education curriculum for SWD.
- *ACCESS Project* – Offers professional learning and coaching in the Universal Design for Learning (UDL) framework. This framework reduces barriers in instruction, provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, including SWD.



- *Delaware Accessible Instructional Materials (AIM) Center* – The Delaware AIM Center assists schools in meeting their obligations to students with qualifying print disabilities by: 1) helping school personnel to understand who qualifies for AIM and how to determine which formats best meet a student’s needs, and 2) providing instructional content in accessible formats. Schools can order the materials they need from the AIM website. Materials, in appropriate formats, are then delivered to students at no charge to the LEA or family.
- *Delaware Early Literacy Initiative* – Provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's SSIP is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student’s specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP Advisory Council, the state’s stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP’s State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware’s statewide assessment.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce
- Incidents of bullying and harassment;
  - The overuse of discipline practices that remove students from the classroom; and
  - The use of aversive behavioral interventions that compromise student health and safety?
- ☒ Yes. If yes, provide a description below.
- ☐ No.

***March 13, 2017 Revised Template Question***

A.6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote safe, healthy, and affirming school environments.



Stakeholder feedback from a variety of sources (Student and School Supports Discussion Group, Governor's Advisory Committee, and surveys) recommended strategies to support this work. As a result of stakeholder feedback, the DDOE will:

- Partner with the Delaware Positive Behavior Support Project (DE-PBS) to provide professional learning, coaching, and technical assistance to build the capacity of the LEA Coaches (DE-PBS Cadre), LEA leadership teams, and school-based teams and team leaders to create safe and caring learning environments that promote the social-emotional and academic development of all children.
- Collaborate with the Delaware PBS Project to promote the use of the Delaware School Climate Survey within all LEAs. Provide professional learning and coaching to LEAs on using survey results to conduct needs assessments and climate program development/evaluations relating to safe, healthy, and affirming school environments.
- Collaborate with private entities and community-based organizations to promote anti-bullying awareness within local communities, and support school staff training in evidenced-based prevention/intervention programming within LEAs.
- Provide statewide professional learning and training sessions on Restorative Practices, which are designed as an alternative to suspension practice and as a strategy to foster a positive school climate. Support LEAs in the schoolwide training of all teachers on conducting restorative circles.
- Create an LEA learning collaborative with Casey Family Programs and the Delaware Office of the Child Advocate to promote the adoption of and provide professional learning on trauma-informed/compassionate schools model of school management to address unique behavioral needs of students experiencing childhood trauma.
- Collaborate with teacher preparation programs in IHEs to create credit-bearing courses specifically on trauma-informed practices as a classroom management tool.
- Provide ongoing professional learning and technical assistance to LEAs on current state law (14 Del. C. §702) and regulation (14 DE Admin. Code 610) that bans the use of corporal punishment and limits the use of physical restraint to LEA staff trained in de-escalation techniques and nonviolent, physical restraint techniques, primarily focusing on non-punitive classroom management and de-escalation techniques.
- Collaborate with the Delaware Department of Justice to create an online training on bullying reporting for students and parents.
- Collaborate with the University of Delaware's Center for Disabilities Studies to create and deliver professional learning on reviewing the behavior of a SWD and assessing as to whether or not it is a manifestation of the student's disability.
- Collaborate with the Delaware Association of School Psychologists (DASP) to create and deliver professional learning on conducting a functional behavioral analysis and creating behavior intervention plans for students with or without a disability in order to address student misbehavior through non-punitive methods.
- Create and deliver professional learning for teaching staff on implementing UDL strategies as a classroom management tool.
- Expand public access to data on student disciplinary action that results in student removal from the regular classroom setting for one day or more.



- Develop data tables within the confines of the Federal Educational Records Privacy Act of 1974 (FERPA) that disaggregate student disciplinary removal rates by sex, race, grade level, EL, and SWD for each LEA and school.
- Collaborate with community-based organizations and other state agencies to contract with an outside vendor to conduct a statewide educator conference on social-emotional learning as it relates to decreasing incidents of student misbehavior and bullying/harassment issues.
- Convene a stakeholder group of students, educators, content experts, and community-based organizations to review and recommend content and delivery modifications to current state-mandated, nonacademic supports training on bullying prevention for LEAs.
- Increase the general welfare and safety of Delaware students by providing training and technical assistance to LEA Human Resource Administrators on lawfully and effectively conducting educator licensure investigations related to the mistreatment of students or youth in general as outlined in 14 Del. C. §1218 and 14 DE Admin. C. §1514.

**D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.

☐ No.

In early 2015, the Delaware Senate Concurrent Resolution No. 22 of the 148<sup>th</sup> General Assembly directed that a Task Force be formed to conduct a study on educational technology and update the state educational technology plan to make certain that all Delaware students have access to modern and effective educational technologies that enhance learning and promote college and career readiness.

Recent studies suggest that the three biggest barriers to technology adoption are the lack of leadership support, lack of financial support for training and infrastructure, and lack of quality professional learning. Based on these research findings, the Task Force addressed the following statewide foci for the plan: infrastructure and leadership, teaching and learning, and assistive technology for SWD.

The Educational Technology Report can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/366/State\\_Educational\\_Technology\\_Report\\_FINAL\\_03\\_30\\_2016.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/366/State_Educational_Technology_Report_FINAL_03_30_2016.pdf)

This plan was designed to ensure that all children have a significant opportunity to meet the challenging state academic standards, with training specifically designed to meet the academic and nonacademic needs of specific subgroups outlined in 6.1. Significant time and effort has been placed into the development of Delaware's statewide learning management system (LMS) to ensure access to rigorous content for all learners, including SWD and ELs. Our online professional learning portal for teachers was specifically designed to ensure access and outcomes for all students. The DDOE will use funding from a variety of sources to provide the following supports, which the task force considered critical for the effective use of technology to improve the academic achievement and digital literacy of all students as outlined in 6.1:

- *eLearning Delaware: Online Professional Learning* – eLearning Delaware is using the Schoology Learning Management System integrated with the DDOE's Professional



Development Management System (PDMS) for registration and tracking purposes to provide online professional learning, mandatory trainings, and technical assistance to Delaware educators. eLearning Delaware offers a variety of online trainings for educators through both facilitator-led and on-demand, self-paced courses. Mandatory trainings are self-paced and successful completion of a quiz or assurance is required for awarding of credit. Mentoring activities are delivered through the eLearning Delaware platform. A micro-credentials pilot is being conducted with Appoquinimink and Indian River School Districts.

- *Blended Learning in K-12 Classrooms* – As of 2016-2017, 30 LEAs (179 schools with 108,000-plus students) use the Schoology Learning Management System providing online and blended learning opportunities to their K-12 students. The LEAs provide local support to educators and students. In addition, the Schoology Champions Cadre is a state-level group designed to build capacity in the LEAs.
- *Task Force on State Educational Technology Report* – The Task Force on State Educational Technology Report serves as the Delaware Strategic Plan for K-12 educational technology. The report is organized around three priorities—infrastructure and leadership, teaching and learning, and assistive technology. The plan lays out eight goals followed by 20 strategies, 27 strategic recommendations, and 12 budget recommendations.
- *International Society for Technology in Education (ISTE) Standards* – The DDOE has formally adopted the ISTE Standards for Teachers and ISTE Standards for Administrators. Currently, the DDOE is moving toward adopting the ISTE Standards for Students and the ISTE Standards for Coaches.
- *Internet Safety: iSAFE* – To adhere to federal law, an Internet Safety Curriculum needs to be taught in every school. The DDOE, through the Delaware Center for Educational Technology (DCET), provides the iSAFE curriculum to all schools for their use at no cost—if schools choose to use it. The DDOE is currently working on delivering the Internet Safety Curriculum through Schoology.
- *Collaboration/Information Dissemination* – The DDOE, through the DCET, meets monthly with educational technology stakeholders. The two main stakeholder groups are the *Digital Learning Cadre*, which is comprised of LEA instructional technology coaches, and *TechMACC*, which is comprised of the LEA technology coordinators.
- *Bandwidth/Infrastructure* – The Department of Technology and Information (DTI), a state agency, operates the K-12 broadband network. In addition, DTI files e-rate applications on behalf of the schools for broadband connectivity and works with the LEAs to file applications for e-rate category two services.  
The Partners in Technology (ParTech) program places refurbished computers in our schools to increase access to technology. The Technology Block Grant is a funding stream to the LEAs for the purchase and maintenance of technology.
- *Open Educational Resources (OER)* – The DDOE recognizes the need and a desire for a thoroughly vetted repository of quality open educational resources aligned with Delaware standards in every discipline/subject and at every level. As such, it has developed the *Delaware OER Strategy* to establish a process for providing these materials to Delaware educators.



The DDOE is a member of Open Up Resources (formerly K-12 OER Collaborative—<http://openupresources.org/>) and #GoOpen. The DDOE is also working toward the creation of a Delaware OER Repository to share resources among educators.

- *Online Assessment Systems* – The DDOE is committed to the Smarter Assessments and the use of the Smarter Balanced Digital Library. The Digital Library is an online collection of high-quality instructional and professional learning resources contributed by educators for educators. These resources help educators implement the formative assessment process to improve teaching and learning. The Digital Library is in use across the state.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐ No.

Evidence supports that gaps in educational opportunity and achievement will only be fully remedied when those closest to low-income students—parents, families, and communities—are meaningfully engaged by their teachers, schools, and districts. Therefore, the DDOE intends to use funds from a variety of federal and state sources to promote high-impact parent, family, and community engagement that is collaborative, culturally competent, trauma-informed, and focused on supporting the whole child academically, socially, and emotionally.

The DDOE recognizes that the current definitions of parent, family, and community engagement are limited and do not take into account cultural variations and perceptions of the family's role in their child's academic success. Research findings from the National Center for Family & Community Connections with Schools suggest that teachers, parents, and students have little understanding of each other's interests in children and schools. To create a shared vision, the DDOE will engage key stakeholders in conversation to develop a statewide definition and common language around parent, family, and community engagement.

Research also demonstrates that overall family well-being is strongly correlated to children's school readiness. Many of our students arrive at school having experienced a lack of access to basic needs and resources, or some other form of trauma. The DDOE is committed to working with LEAs to identify social service and mental health supports in students' communities and provide best practice guidance for establishing community partnerships that will promote academic achievement for all students.

Feedback from stakeholders participating in the Student and School Supports Discussion Group highlighted the following areas where the DDOE can support effective parent, family, and community engagement:

- Support LEA/school and community organization partnerships to meet students' unique needs;
- Support school-based programs to serve children and their families, such as certificate programs, wellness centers, food banks, laundromats, computer labs, and physical and mental health services coordinators;
- Provide the DDOE community outreach support and encourage LEAs and schools to employ community outreach coordinators;
- Support for LEAs and schools to conduct home visitations;



- Support opportunities for students to engage in community service.

A particular focus of the DDOE state plan is to support a continuum of services in LEAs and schools. These efforts will include collaborating with other organizations that serve children and their families. Strategies include:

- Defining a common language around parent, family, and community engagement, making sure to identify how it is the same/different based upon developmental stages/grade spans.
- Developing and promoting a statewide definition of parent and family engagement by convening SEA and LEA experts and by engaging key community partners.
- Promoting cultural competency and trauma-informed practice among teachers and administrators.
- Conducting a department-wide inventory of parent and family engagement across state and federal programs—who does what (both requirements for compliance and value-adds for quality) to identify gaps and opportunities for collaboration.
- Establishing processes, project teams, and best practices for coordinating and integrating technical assistance, guidance, and trainings across state and federal programs.
- Developing a webpage for the DDOE website that specifically targets the parent, family, and community audience, and one that provides them a central, user-friendly place to access the information they need, in plain language, and fully accessible.
- Updating LEA school planning, consolidated grant application, monitoring, and guidance with a focus on integrating state and federal programs.
- Establishing uniform, compliance-based, federal- and state-required parental notifications in plain language for LEAs to use statewide when communicating with parents.
- Developing evidence-based technical assistance and guidance through a trauma-informed and culturally competent lens.
- Developing best practice guides for effective and meaningful communication between educators, administrators, and parents, including culturally competent, trauma-informed language, and useful tools.

## 6.2 Program-Specific Requirements.

### A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Delaware is an EdFlex state and has had a process in place for waiving the 40% schoolwide requirement for a number of years. Due to this process and the fact that an increasing number of schools now meet the 40% threshold, all Title I schools in Delaware have been operating under the schoolwide model since the 2014-2015 school year. Fewer than 5% of all Title I schools were using the Targeted Assistance model from 2011 through 2014. As of the 2016-2017 school year, fewer than 10% of Delaware's Title I schools are operating a schoolwide model with an EdFlex waiver.



The DDOE plans to continue its process as previously used under EdFlex. The steps that DDOE staff will take include:

- Title I staff will inform the LEA staff during annual technical assistance that they can seek a waiver to operate as a schoolwide school.
  - Title I staff will provide information to the LEA staff about the advantages of a schoolwide program.
  - Title I staff will provide information to LEA staff about the requirements of a schoolwide program.
  - Interested LEAs will be required to submit a letter to the DDOE Secretary of Education requesting the waiver and ensuring compliance with the schoolwide requirements. Title I staff will provide a template letter that can be used for this process. The letter must be sent from the district superintendent or, in the case of a charter school, the charter chief/head of school.
  - The request will be reviewed by Title I staff and a recommendation will be made to the Associate Secretary that supervises the Title I office.
  - The Associate Secretary will review the recommendation from Title I staff and ask any clarifying questions as needed.
  - The Associate Secretary will make a recommendation to the DDOE Secretary.
  - The Secretary will make the final decision on waiver approval based on the recommendation from the Associate Secretary.
    - ♦ If the Secretary approves the request, he/she will send a letter to the LEA indicating that the waiver has been approved. The letter will include the requirements of a schoolwide program. The letter will also indicate that the waiver request can be revoked at the discretion of the Secretary for ongoing issues of noncompliance with schoolwide requirements. To date, no schools have had their waiver revoked.
    - ♦ If the Secretary fails to approve the request, he/she will send a letter to the LEA indicating the reason for non-approval. To date, no schools have been denied a waiver.
  - Title I staff will provide resources in the form of template documents, guidance documents, and other technical assistance to support the LEA and school as needed as it implements the requirements of the schoolwide program in the first year.
- As part of the regular monitoring cycle, Title I staff will provide program compliance feedback and technical assistance to the LEA and school.

**B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The Delaware Title I, C Migrant Education Program provides a State Agricultural Work Survey for inclusion in LEA registration packets as a preliminary screening tool for migrant students. All LEAs are required to submit all completed agricultural work surveys to the DDOE Migrant Education Program office where the identification and recruitment process



continues. The DDOE reviews all surveys and contacts the families to determine if a face-to-face interview is needed for enrollment purposes. In addition to school-based identification and recruitment, the DDOE Migrant Education Program office identifies migrant dropouts and out-of-school youth through recruitment activities in migrant labor camps, housing projects, and on-site visits to agribusinesses. Delaware is a member of the Identification and Recruitment Rapid Response Consortium (IRRC) and participates in interstate collaboration with neighboring states to conduct coordinated sweeps for migrant workers during peak migrant season. Through the work of this consortium, Delaware is revising its State Migrant Identification and Recruitment Plan.

The State Migrant Recruiter conducts individual interviews and completes the National Certificate of Eligibility (NCOE) for each family as required. The State Migrant Program Manager reviews each NCOE to verify migrant eligibility and documentation of all migrant data elements.

The State Agricultural Work Survey is available in multiple languages and is posted on the DDOE Title I, C webpage. The State Migrant Education Program also distributes the State Agricultural Work Survey to the district superintendents and charter school chiefs for inclusion in enrollment procedures.

In addition to the State Agricultural Work Survey screening tool, the State Migrant Education Program conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Philadelphia, Pennsylvania Mexican Consulate; the Maryland Guatemalan Consulate; the Migrant and Seasonal Farmworker Council; Migrant Clinician's Network; and the Delaware Fruit and Vegetable Growers Association. Recruitment efforts extend to migrant labor camps, poultry processing plants, mushroom farms, nurseries, orchards, and dairies. Each fall, the September 1 count is established to determine which migrant students are resident in the state, the number of 2-year-olds turning 3-years old, and out-of-school youth.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

#### ***March 13, 2017 Revised Template Question***

**B.2. Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

During the identification and recruitment process, the State Migrant Education Program determines through preliminary assessment migrant students' educational needs, such as homelessness, over-age for grade, retention, interrupted education, SWD status, and eligibility for Priority for Service (PFS). The state office provides LEAs written notification of migrant students who are PFS-eligible to assist campuses with developing goals and strategies to address their needs.



The DDOE Migrant Education Program office conducts a home-based tutoring program for migrant PFS students that operates throughout the regular academic year and collaborates with the LEAs. The PFS home-based tutoring program provides a triangulated approach from the home, school, and migrant tutors to increase migrant students' academic success.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The identification and recruitment of migrant dropouts and out-of-school youth occurs year-round, and the DDOE Migrant Education Program office visits migrant labor camps and agribusinesses as a part of the DDOE Migrant Education Program's identification and recruitment plan. Intra-agency coordination with the DDOE's Adult Basic Education and McKinney-Vento programs provide additional routes through which migrant dropouts are identified and recruited. Through the migrant summer school programs, migrant out-of-school youth and dropouts have the opportunity to enroll in migrant summer school where they can receive instruction in literacy.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The New Generation System is the state-based migrant data system used in Delaware. The New Generation System uploads nightly to the Migrant Student Information Exchange (MSIX) to transfer school records and the required migrant minimum data elements in a timely manner. The MSIX Data Quality Initiative Grant will be used within the 2016-2017 academic year to provide intensive data-related training to the state program director, recruiter, and data specialist.

The DDOE is a member of two migrant Consortium Incentive Grants, the Identification and Rapid Response (IRRC) and Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE). The DDOE interstate collaboration coordinates migrant services through activities under both grants. Two migrant summer schools use the MiraCORE online literacy program to improve the literacy skills of developing and emerging readers. Migrant tutors also use this system during home-based tutoring sessions.

Through the IRRC technical assistance visits, the DDOE collaborates with interstate recruitment teams to enroll additional migrant students during on-site technical assistance visits. The Migrant and Seasonal Farmworker Council partners with the State Migrant Education Program on identification and recruitment, health, health screening, immunizations, and pesticide safety training.



- v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

**March 13, 2017 Revised Template Question**

- B.1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
- The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - The integration of services available under Title I, Part C with services provided by those other programs; and
  - Measurable program objectives and outcomes.

According to the 2014 Comprehensive Needs Assessment, the identified areas of need for instructional services include:

- Providing after-school services;
- Dropout identification and tutorial services;
- Preschool and early childhood services; and
- General Education Development (GED®) programming for out-of-school youth.

The 2014 Comprehensive Needs Assessment also identified areas for support services:

- Access to technology;
- Interpretation and translation services; and
- Academic and career counseling.

Strategies to address the areas identified within the 2014 Comprehensive Needs Assessment include:

- The DDOE Migrant Education program office is establishing a partnership with the Adult Basic Education Office for early identification of migrant dropouts and coordination with available Spanish and English GED® programs.
- Early childhood and preschool services provided through subgrants to migrant summer schools.
- The State Migrant Education Program has purchased technology for use by migrant tutors with the home-based tutoring program for instructional purposes and technology education.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.



**March 13, 2017 Revised Template Question**

B.1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

Based upon feedback obtained from the Migrant Parent Advisory Council meetings, the DDOE will focus on the below, specific, current measurable program objectives and strategies. The migrant summer school directors and migrant summer school staff have provided additional recommendations that have informed the DDOE's plan.

- Increase the attendance of Kent and Sussex County out-of-school migrant youth and dropouts in instructional services during the summer season by providing busing and enrollment costs.
  - The strategy includes offering site/school-based ESL or Adult Basic Education evening classes twice weekly to accommodate the work schedules of the migrant youth.
  - Increase the percentage of Kent and Sussex County migrant children ages 3-5 enrolled in curriculum-driven preschool programs during the summer season.
  - The strategies include educating parents about the importance of preschool for the development of school readiness, the location and availability of summer programs, and providing migrant parents bilingual assistance to complete registration documents for preschool programs.
  - Increase reading proficiency of migrant emergent and struggling readers during the summer instructional program.
  - Strategies include providing consistent instructional programs using I-Ready online adaptive diagnostic reading program. This program is used within the migrant summer schools to conduct a diagnostic analysis of migrant student literacy needs across seven areas of literacy. The DDOE is a member of the Migrant Literacy Net Consortium and uses the MiraCORE online literacy system to create a student growth plan for each migrant student. To measure the increases in reading proficiency, a baseline literacy level is established at the beginning of summer school for each migrant student, with interim and summative growth measures collected at the end of the season.
  - The dropout prevention strategy is to increase the percentage of migrant parents and students who receive essential information about school attendance policies and high school graduation requirements and the benefits of obtaining a diploma.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the



planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The DDOE has a State Migrant Parent Advisory Council with elected officers who meet at least three times annually to provide input and feedback into the focus and services of the state's program. The State Migrant Parent Advisory Council meetings are conducted on weekends to accommodate the schedules of migrant parents and on-site childcare is provided. Agendas are published and meeting minutes are maintained. The State Migrant Parent Advisory Council officers serve limited terms of office and new officers are installed at the end of the term of office.

The DDOE Migrant Education Program office encourages migrant parent participation through emails, phone calls, and flyers sent in advance of the meetings. In addition, the migrant summer schools conduct a joint family day at the beginning of the season. The Delaware Migrant Family Day event is a combined county-wide migrant summer school effort that allows for a greater impact to the migrant community. At the close of migrant summer school, each county program conducts individual parent conferences to review the academic achievement of migrant students and provide recommendations for continued learning.

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
  1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
  2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

***March 13, 2017 Revised Template Question***

**B.3. Use of Funds (ESEA section 1304(b)(4)):** Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The PFS determinations are data-driven decisions generated by the New Generation System migrant database. The criteria for determination of PFS eligibility are based on the following indicators:

- Interrupted education;
- Homelessness;
- Over age for grade;
- Retention at one or more grade levels;
- Failure to meet state achievement test targets;
- EL status;
- Special education/disability.

PFS students receive in-home tutoring through a state-contracted service and/or school-based technical assistance with counselors and teachers. The DDOE Migrant Education Program office notifies districts and charters of migrant students' PFS status. Migrant PFS students receive in-home tutoring throughout the school year.



**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

***March 13, 2017 Revised Template Question***

C.1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The DDOE in coordination with LEAs and the Department of Services for Children, Youth, and Their Families (DSCYF) will develop a Memorandum of Understanding (MOU) to Support the Educational Reentry of Youth Leaving Youth Rehabilitative Services (YRS) In-State Secure Care. The MOU shall address the following:

- The entities involved and the purpose to include providing criteria to guide decisions about youth's reenrollment process and timeline to ensure a seamless transition, successful reentry into locally operated programs, and ongoing academic engagement.
- Common definitions of terms to provide clarity and mutual understanding regarding key objectives, milestones, and timelines as part of the student transition process.
- Establishing criteria for determining a student's educational pathway once he/she leaves a secure-care setting including evaluating the student's progress while in secure care, goals and interests, ongoing supports needed beyond secure care, time/calendar considerations, and safety considerations.
- Planning and starting the transition process on the date in which the student begins secure care including:
  - ♦ Enrollment maintenance in local program;
  - ♦ Timelines for requesting records, conducting intake, progress update meetings, and discharge meetings;
  - ♦ Required attendees at student meetings;
  - ♦ Required documentation to include in student meetings.
- Reenrollment processes into the local program including the emphasis on transitioning a student back to his/her regular school program directly from secure care instead of through an alternative discipline program, as appropriate.
- Post-discharge/transition follow-up procedures, responsibilities, and timelines.

The DDOE will conduct professional learning sessions for LEAs and DSCYF representatives on the MOU requirements and responsibilities of each agency and on outside transitional services and supports that will help Neglected & Delinquent (N&D) youth to reenter school and/or find employment after being released from secure care. Technical assistance will be provided as needed at the request of any of the participating agencies.

In addition to the MOU requirements, the DDOE will continue to serve as a liaison between the YRS transition coordinators and LEA representatives helping to facilitate dialogue between both entities through coordinated monthly meetings in which secure-care student needs are discussed and evaluated. Furthermore, the application process for N&D funds will require the inclusion of transition services and strategies that the providing agency will utilize



for its students leaving secure care and returning to an LEA, postsecondary institution, or CTE program. Such services may include the following:

- Work-for-Pay initiatives;
  - Apprenticeship programming;
  - High school course replacement programs through colleges or other institutional settings;
  - Support services including student and adult transition mentor, individual and family counseling, psychological services, tutoring, and financial aid services;
  - Alternative programming.
- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

***March 13, 2017 Revised Template Question***

**C.2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)):** Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The overarching goal of the program is to provide both support and educational services to children and youth who have been placed in a local or state secure-care institution. This includes providing supplemental services to this population to promote student success at meeting the state's rigorous academic and career-technical standards and becoming productive members of society without recidivating back into a juvenile or adult secure-care setting. The program objectives and outcomes established to assess the effectiveness in improving the academic, career, and technical skills of youth served in secure care include:

- Increase in transitions from the secure-care facility to an LEA, IHE, CTE program, or employment for a specified period without placement back into the secure-care facility.
- Increase in transitions directly to an LEA, IHE, or CTE program without prior placement in a discipline alternative program.
- Improved educational outcomes for LEA youth served by secure-care facilities as measured by the Delaware state assessment, secure-care and LEA classroom assessments, LEA grades upon reentry, attendance rate, graduation rate, and discipline rate. N&D subgrant recipients shall include details of their assessment plans in the application for funds.
  - ♦ Increase in raw score of mathematics and ELA portions of Delaware state assessment for students attending a secure-care setting for a specified period prior to the assessment being administered.
  - ♦ Academic growth as measured by score increases in posttest assessments of students being served in the secure-care facility as compared to pretest administrations upon entry.
  - ♦ Increase in academic course grades at various marking periods compared to course grades prior to secure-care entry.



- ♦ Increase in daily attendance rate of students upon returning to a regular school setting as compared to previously specified period prior to entry into secure-care facility.
- Decreased dropout rates of students who were served in a secure-care facility and transitioned back to their LEA or other educational program.
- Increased secure-care agency teaching, administrative, and support staff attendance at DDOE-sponsored professional learning and technical assistance activities focused on academic achievement and CTE programs.
- Increased placement rates in LEA career and technical programming, apprenticeship programming, or employment based on 6- and 12-month follow-up periods from the date of release from secure care.
  - ♦ Evidence of monthly Educational Placement Team (EPT) meetings for each student while in secure care that include attendance by representatives of the secure-care education team and the student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals.
  - ♦ Evidence of Delaware Student Success Plan for each student which documents the student's five-year plan, including one year beyond high school, which sets postsecondary goals for a student based on academic and career interests. The student's plan includes a program of study based on the academic courses, electives, and extracurricular opportunities needed in preparation for immediate entry into the workforce and postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.
  - ♦ Evidence of transition document created 30 to 45 days prior to discharge from secure care for each student that summarizes his/her immediate academic progress and goals as they relate to graduation requirements and postsecondary education, career technical education, or employment goals.
  - ♦ Increase in percentage of college applications completed by 11<sup>th</sup> and 12<sup>th</sup> grade secure-care students as compared to previous year's percentage based on enrollment.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.

***March 13, 2017 Revised Template Question***

- E.1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



### ***Standardized Entrance Procedures:***

The DDOE has clearly defined entrance criteria and is refining its statewide programmatic procedures for identifying ELs from kindergarten through grade 12.

#### **Step 1: Delaware Home-Language Survey**

- Upon enrollment of any student, the school administers the statewide home-language survey.
- Based on the results of the statewide home-language survey, the school initiates the standardized identification screening process.

#### **Step 2: Standardized Identification Screening Process**

- A staff member completes a record review process for any student whose native language is not English using the record review protocol.
- The school implements the EL identification process if the record review process suggests the student may not be proficient in English.

#### **Step 3: Administer W-APT, Kindergarten MODEL assessment or Delaware Alternative EL Identification Protocol**

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by DDOE-approved WIDA language proficiency assessments to confirm a student's classification as an EL.
  - An oral proficiency level below 5.5 on the WIDA MODEL in the first semester of kindergarten; or
  - A composite proficiency level below 5.0 on the W-APT, WIDA Screener, or WIDA MODEL.
  - A statewide focus group of special education coordinators and EL specialists is currently exploring entrance criteria for ELs with severe cognitive disabilities who are unable to participate meaningfully in these assessments with accommodations.

As a result of feedback collected from ESL Coordinators, the Delaware Home-Language Survey was revised for completion accuracy and additional information is included for both public school staff and parents to explain the purpose and intended use of the Home-Language Survey. The form will be translated by the DDOE into Delaware's top five languages other than English. The revised final Home-Language Survey will be included in the 2017-2018 student enrollment required documents.

*Prekindergarten* – During the spring semester, participating district-sponsored early childhood programs administer the WIDA speaking and listening domain diagnostic screeners to those students who they have determined through the Early Childhood Observation Protocol are potential ELs. The diagnostic screener is used to determine English proficiency and EL status prior to transition to a kindergarten program. Prekindergarten students who do not meet the WIDA speaking and listening domain cut scores are determined to be ELs based on their combined oral speaking and listening scores, not a composite proficiency level score that includes reading and writing due to the typically absent or low levels of literacy at this age/grade level.

### ***Standardized Exit Procedures***

Feedback from ESL Coordinator meetings has indicated that the previously required minimum proficiency levels in the literacy domains (reading/writing) constituted a barrier to EL students' timely exit from the program. Additional information obtained in technical assistance sessions



with WIDA researchers has also confirmed that this additional requirement for minimum proficiency levels in literacy will not be needed based on the enhanced rigor of the revised WIDA ACCESS for ELs 2.0 assessment. As a result, the DDOE will discontinue the previous requirement as a part of the exit criteria.

#### ***Exit Criteria on WIDA Assessments***

- ACCESS for ELs 2.0
  - A student will be considered to have attained English proficiency with an ACCESS for ELs 2.0 composite proficiency level of 5.0 or higher. The ACCESS for ELs 2.0 must be administered yearly.
- Alternate ACCESS for ELs – Alternate ACCESS for ELs is an ELP assessment for ELs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment (see <https://www.wida.us/assessment/alternateaccess.aspx> for information).
  - A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

The DDOE receives its WIDA ACCESS for ELs 2.0 state score reports during the summer months and eligible students must be transitioned before or during the first 30 days of fall enrollment.

Performance on a state content assessment is not included as part of the criteria or procedure for exiting ELs.

#### ***March 13, 2017 Revised Template Question***

E.2 SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

The DDOE engaged with stakeholders through English Learner Strategic Plan Guiding Coalition community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result, the SEA will develop a systematic support structure to assist all eligible entities in meeting the state-designed long-term goals, measurements of interim progress, and challenging state academic standards. The systematic support structure will include the development of a recognition program for LEAs that achieve significant growth for ELs. The SEA will continue to refine EL education and supports through the intentional analysis of data. DDOE is committed to measuring content knowledge as well as English language proficiency for our EL students.

#### ***March 13, 2017 Revised Template Question***

E.3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

The DDOE will monitor all LEAs at a minimum once every five years. Additional needs-based monitoring frequency will be based on the results of program analyses, financial risk assessment,



single-state audit determinations, performance measured by the statewide accountability system and captured by the report card, educator equity data, and/or additional data provided by the LEA. The criteria for additional monitoring may be determined from an analysis of Title III subgrantees' ELP growth data.

Monitoring efforts will be coordinated by one office within the SEA and will be a consolidated effort of the programs included for monitoring. The Title III program manager will conduct site-based monitoring of Title III/Title III Immigrant subgrantee programs using the established monitoring protocols. Protocols include the effective educational approach processes for EL identification, annual assessment of ELP, program model of services provided to EL students, staffing and resources, exit of EL students from services, two-year monitoring of exited students, EL program evaluation, parent/family engagement, and budget/expenditures. This process will be used to maximize DDOE and LEA staff time and resources. By having a consolidated approach, this will enable the DDOE to determine if specific targeted assistance may be needed. In addition, targeted assistance can be provided to an LEA that may not need assistance in every area evaluated for monitoring.

- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

As part of the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment, which will be required as part of the consolidated grant application process. The DDOE will support LEAs in identifying and prioritizing the greatest Title III needs and in planning long-term and short-term implementation strategies. The DDOE may monitor implementation of targeted Title III strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation to improve EL student outcomes. The DDOE will assist LEAs with alignment of appropriate interventions for long-term EL students and the coordination of services to address the needs of the whole child. The DDOE may provide technical assistance to LEAs by monitoring and tracking longitudinal student achievement data of ELs and former ELs through early learning, elementary, middle, and high schools.

#### ***March 13, 2017 Revised Template Section and Question***

##### **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

- F.1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Title IV, Part A state administration funds will be used to provide technical assistance and training and capacity building for LEA comprehensive needs assessment, planning, and plan implementation. Initial support needs will be determined through LEA plan activities and LEA input. In future years monitoring results will also be used to inform LEA technical assistance and training provided. State administration funds may also be used carry out monitoring related to Title IV, Part A programs.

- F.2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).



Pursuant to ESEA section 4105(a) (2), DDOE will ensure each LEA receives a minimum of \$10,000 for Title IV. DDOE will use the following steps:

1. Determine the LEA allocation amounts without the \$10,000 minimum threshold in a manner bearing the same relationship as the Title I allocations.
2. Determine the number of LEAs that do not meet the threshold and multiply that by \$10,000. These funds will be withheld from the amount that will be redistributed to LEAs that met the threshold.
3. Allocate \$10,000 to each of the LEAs that did not meet the threshold and redistribute remaining funds to the LEAs that met the threshold in a manner bearing the same relationship as the Title I allocations.

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

***March 13, 2017 Revised Template Question***

- G.1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

The DDOE uses trainings, competitive application rubrics, and monitoring to support state-level strategies in its Title IV, Part B 21st Century Community Learning Centers (21st CCLC) programs. 21st CCLC programs incorporate “youth development practices,” which give opportunities for all students to build supportive relationships, including low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students. The DDOE helps 21st CCLC programs increase both school attendance and academic achievement of participating students.

The DDOE uses a staggered approach to monitoring and other technical assistance procedures. The DDOE monitors each subgrantee site through three site observations per year. The DDOE conducts two to three self-assessment meetings with each subgrantee after the subgrantee has completed a self-assessment. The DDOE requires each subgrantee to complete an annual continuation plan, including summary information from the previous year and plans for the coming year with an annual budget to know projected spending. In addition, the DDOE calls for each subgrantee that is not on the state’s financial system to complete quarterly financial reports. In addition, the DDOE collects quarterly enrollment, attendance, and family engagement reports from each subgrantee.

The state’s annual competitive 21st CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children’s education (a component of this may include family member and caregiver literacy programs). Specific scored sections of the competitive subgrant include “youth development practices,” where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students.



The DDOE offers professional learning, through in-person sessions and online through the 21st CCLC “You for Youth” website to 21st CCLC staff on the topics of project-based learning, STEM, family engagement, literacy, college and career readiness, civic learning and engagement, and drug and alcohol prevention.

It is a requirement that 21st CCLC subgrantees answer prompts in the online national 21st CCLC grantees database around time spent on these and other topics.

- ii. Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

***March 13, 2017 Revised Template Question***

G.2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The state’s annual competitive 21<sup>st</sup> CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children’s education—a component of this may include family member and caregiver literacy programs. Specific scored sections of the competitive subgrant include “youth development practices,” where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students. Independent reviewers using a rubric score applications. Those applicants who answer these sections well receive higher scores and are more likely to be funded.

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

***March 13, 2017 Revised Template Question***

H.1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Not applicable in Delaware.

***March 13, 2017 Revised Template Question***

H.2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Not applicable in Delaware.

**G. McKinney-Vento Act.**



- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

**March 13, 2017 Revised Template Question**

- I.1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs. [Click here to enter text.](#)

Homeless children and youth are identified in the statewide pupil accounting system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both their eligibility status and the services they receive are recorded electronically. This allows both the DDOE and the LEA to access real-time homeless data on an as-needed basis.

In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include recorded webinars focused on the liaison's role in identifying youth, a guide for registrars, all-staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with the creation of a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

**March 13, 2017 Revised Template Question**

- I.3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Specific trainings for specific roles in the school, tracked through monitoring, heighten awareness of the needs of homeless children and youth.

Also, homeless children and youth are identified in Delaware's statewide data system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both the student's eligibility status and the services they receive are recorded. This allows the DDOE and the LEA to access real-time homeless data on an as-needed basis.



In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include recorded webinars focused on the liaison's role in identifying youth, a guide for registrars, all staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with creating a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

**March 13, 2017 Revised Template Question**

I.2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The dispute resolution process is identified in [14 DE Admin. Code 901](#).

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

**March 13, 2017 Revised Template Question**

I.6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Policy review and revisions will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance so that barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences are fully addressed and removed completely.

A liaison committee will draft a sample LEA policy for awarding credit to prior coursework. The DDOE will review graduation data for homeless students. State regulations will be reviewed and may be amended to include homeless students in a way similar to students in DSCYF custody. Specific training will be developed and made available for specific roles in the school.





- v. Describe the SEA's procedures to ensure that homeless children and youths:
  1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

***March 13, 2017 Revised Template Question***

I.4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Collaboration with the Early Childhood and Head Start programs, transportation, and child nutrition is underway. The Child Nutrition office receives a list from the homeless liaisons at the schools. Any child identified as homeless automatically qualifies to get free meals at school. The DDOE will continue to collaborate with early childhood, specifically with Head Start, to ensure homeless children are appropriately identified and served.

- vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

***March 13, 2017 Revised Template Question***

I.5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

- i. requirements of immunization and other required health records;
- ii. residency requirements;
- iii. lack of birth certificates, school records, or other documentation;
- iv. guardianship issues; or
- v. uniform or dress code requirements.



These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Community wellness resources will be put into a statewide directory. Title I resources may be used for uniforms or other clothing to meet dress code requirements.

Enrollment challenges are discovered through monitoring. This also will improve through consistent statewide training opportunities. The DDOE will develop specific training and will make the training available for specific roles at the SEA, LEA, and in the schools, which will include, among other things, strategies to address problems resulting from enrollment delays and retention with respect to the education of homeless children and youth.

### ***March 13, 2017 Revised Template Question***

***1.7. Assistance from Counselors (722(g)(1)(K)):*** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Delaware adopted the American School Counselor Association (ASCA) National Model to guide the delivery of school counseling services. This model requires the use of data to drive delivery of services that promote academic, social/emotional and career success for all students. Each school is responsible for using their data to develop a plan that meets the needs of all of their students in addition to providing targeted supports to student groups, including homeless students.

In order to assist school counselors in meeting their students' college and career needs, the DDOE provides them with targeted resources and support. Some of the specific supports available to students experiencing homelessness include:

- Career Cruising – Starting in sixth grade, all students have access to their own Career Cruising account. Through guided lessons, students use the online tools to build self-awareness, explore postsecondary options, and create a plan to achieve success. School counselors can use the tool to run reports to provide targeted assistance to students.
- College Application Week – With support from the DDOE, school counselors in all Delaware high schools hold College Application Week activities. The purpose is to promote a college going culture and provide every senior the opportunity to apply to college. All students are given time and support in school to complete applications.
- Parchment – DDOE contracts with Parchment to provide students an easy way to electronically request, send, and track their transcripts. This service is offered free of charge to the students and schools.
- Professional Learning – DDOE provides and promotes professional learning opportunities that support a school counselor's role in college and career readiness. Topics include areas such as resource reviews, best practices, current initiatives, and career and technical education.
- SAT – All Delaware students are provided the school-day SAT free of charge during 11<sup>th</sup> grade. Counselors are also provided with test and college application fee waivers. Due to the automatic eligibility of McKinney-Vento students to receive free lunch, they are also automatically eligible to receive these waivers to reduce their financial burden.

- Scholarship Compendium – Each year, the DDOE provides all seniors with a book of scholarships. This book contains a senior timeline, college selection guide and application information for numerous state and national scholarships. This resource is also available online. School counselors use this tool to help advise and guide students.
- Website – DDOE maintains the DEGoesToCollege website that is full of resources for school counselors, students, and families. This ensures that counselors have access to up-to-date resources at all times.



## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)



## APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A		Measurements of Interim Progress
B		Educator Equity Differences in Rates Tables
C		Educator Equity Extension Plan and Differences in Rates Tables
<Insert rows, as necessary>		

## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

2017-2030 Combined SBAC and SAT Statewide Intermittent and Long-Term Goals: 50% Reduction Model										
				Targets						
ContentArea	Demographic	2016	Difference	Reduction						
				Goal	Baseline	2019	2022	2025	2028	2030
ELA	African American	36.19	63.81	31.91	36.19	43.03	49.86	56.70	63.54	68.10
ELA	All Students	52.09	47.91	23.96	52.09	57.22	62.36	67.49	72.62	76.05
ELA	American Indian	56.90	43.10	21.55	56.90	61.52	66.14	70.75	75.37	78.45
ELA	Asian	76.92	23.08	11.54	76.92	79.39	81.87	84.34	86.81	88.46
ELA	ELL	15.14	84.86	42.43	15.14	24.23	33.32	42.42	51.51	57.57
ELA	Hawaiian/Pacific Islander	50.00	50.00	25.00	50.00	55.36	60.71	66.07	69.64	75.00
ELA	Hispanic	40.69	59.31	29.66	40.69	47.04	53.40	59.75	66.11	70.35
ELA	Low-Income	35.60	64.40	32.20	35.60	42.50	49.40	56.30	63.20	67.80
ELA	Multiracial	55.34	44.66	22.33	55.34	60.13	64.91	69.70	74.48	77.67
ELA	Students with Disability	13.48	86.52	43.26	13.48	22.75	32.02	41.29	50.56	56.74
ELA	White	64.43	35.57	17.79	64.43	68.24	72.05	75.86	79.67	82.22
MATH	African American	23.39	76.61	38.31	23.39	31.60	39.81	48.01	56.22	61.70
MATH	All Students	40.49	59.51	29.76	40.49	46.87	53.24	59.62	65.99	70.25
MATH	American Indian	40.74	59.26	29.63	40.74	47.09	53.44	59.79	66.14	70.37
MATH	Asian	73.40	26.60	13.30	73.40	76.25	79.10	81.95	84.80	86.70
MATH	ELL	18.10	81.90	40.95	18.10	26.88	35.65	44.43	50.28	59.05
MATH	Hawaiian/Pacific Islander	42.86	57.14	28.57	42.86	48.98	55.10	61.23	67.35	71.43
MATH	Hispanic	29.73	70.27	35.14	29.73	37.26	44.79	52.32	59.85	64.87
MATH	Low-Income	25.42	74.58	37.29	25.42	33.41	41.40	49.39	57.38	62.71
MATH	Multiracial	42.55	57.45	28.73	42.55	48.71	54.86	61.02	67.17	71.28
MATH	Students with Disability	10.36	89.64	44.82	10.36	19.96	29.57	39.17	48.78	55.18
MATH	White	52.87	47.13	23.57	52.87	57.92	62.97	68.02	73.07	76.44



## B. Graduation Rates

4-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2015									
Demographic	2015	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All Students	84.3%	15.7%	7.9%	84.3%	86.39%	87.96%	89.53%	91.10%	92.15%
African American	81.1%	18.9%	9.5%	81.1%	83.62%	85.51%	87.40%	89.29%	90.55%
American Indian or Alaska Native	65.8%	34.2%	17.1%	65.8%	70.36%	73.78%	77.20%	80.62%	82.90%
Asian or Native Hawaiian/Other Pacific Islander	93.7%	6.3%	3.2%	93.7%	94.54%	95.17%	95.80%	96.43%	96.85%
Children with disabilities*	63.7%	36.3%	18.2%	63.7%	68.54%	72.17%	75.80%	79.43%	81.85%
Economically disadvantaged students*	73.7%	26.3%	13.2%	73.7%	77.21%	79.84%	82.47%	85.10%	86.85%
English learners	68.7%	31.3%	15.7%	68.7%	72.87%	76.00%	79.13%	82.26%	84.35%
Hispanic or Latino	79.8%	20.2%	10.1%	79.8%	82.49%	84.51%	86.53%	88.55%	89.90%
White	87.0%	13.0%	6.5%	87.0%	88.73%	90.03%	91.33%	92.63%	93.50%
5-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
Demographic	2015	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All students	85.8%	14.2%	7.1%	85.8%	87.69%	89.11%	90.53%	91.95%	92.90%
African American	82.2%	17.8%	8.9%	82.2%	84.57%	86.35%	88.13%	89.91%	91.10%
American Indian or Alaska Native	94.7%	5.3%	2.7%	94.7%	95.41%	95.94%	96.47%	97.00%	97.35%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	94.0%	94.80%	95.40%	96.00%	96.60%	97.00%
Children with disabilities*	67.6%	32.4%	16.2%	67.6%	71.92%	75.16%	78.40%	81.64%	83.80%
Economically disadvantaged students*	79.9%	20.1%	10.1%	79.9%	82.58%	84.59%	86.60%	88.61%	89.95%
English learners	78.8%	21.2%	10.6%	78.8%	81.63%	83.75%	85.87%	87.99%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.8%	85.09%	86.81%	88.53%	90.25%	91.40%
White	88.1%	11.9%	6.0%	88.1%	89.69%	90.88%	92.07%	93.26%	94.05%
6-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
Demographic	2016	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All Students	86.0%	14.0%	7.0%	85.97%	87.47%	88.98%	90.48%	91.98%	92.99%
African American	82.4%	17.6%	8.8%	82.39%	84.28%	86.16%	88.05%	89.94%	91.19%
American Indian or Alaska Native	94.7%	5.3%	2.6%	94.74%	95.30%	95.87%	96.43%	96.99%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	93.99%	94.63%	95.28%	95.92%	96.57%	97.00%
Children with disabilities*	68.2%	31.8%	15.9%	68.16%	71.57%	74.98%	78.39%	81.81%	84.08%
Economically disadvantaged students*	80.0%	20.0%	10.0%	80.04%	82.18%	84.32%	86.46%	88.59%	90.02%
English learners	78.8%	21.2%	10.6%	78.79%	81.06%	83.34%	85.61%	87.88%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.80%	84.64%	86.49%	88.33%	90.17%	91.40%
White	88.2%	11.8%	5.9%	88.17%	89.44%	90.71%	91.97%	93.24%	94.09%

## C. English Language Proficiency

Based on 70th Percentile Performance of the Schools in 2015 on ACCESS 1.0  
(Percent of Students Meeting Growth Target)

Baseline					
2016	2019	2022	2025	2028	2030
67.8	69.8	71.8	73.8	75.8	77.1

Based on 70th Percentile Performance of the Schools in 2015 on ACCESS 1.0  
(Index – Average Percent of Growth Target Attained)

Baseline					
2016	2019	2022	2025	2028	2030
91.1	92.6	94.1	95.5	97.0	98.0

## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".*

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

*All percentages represent the share of educators meeting that given definition.*

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher (First Year)	Differences between rates	Rate at which students are taught by an <b>inexperienced - novice</b> teacher (first four years of teaching)	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	3.0%	1.9%	10.7%	0.1%	3.8%	2.4%	13.9%	3.7%
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	3.6%	2.5%	11.8%	3.3%	3.9%	2.5%	14.3%	4.1%
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	



If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced - novice</b> teacher (first four years of teaching)	Differences between rates
<b>Low-income students</b> enrolled in "high-need" schools	6.1%	5.0%	13.3%	3.3%	5.4%	3.3%	17.4%	7.1%
<b>Non-low-income students</b> enrolled in schools not designated "high need"	1.1%		10.0%		2.1%		10.3%	
<b>Minority students</b> enrolled in "high-need" schools	8.8%	7.7%	16.2%	6.5%	6.0%	4.0%	19.2%	9.1%
<b>Non-minority students</b> enrolled in schools not designated "high need"	1.1%		9.7%		2.0%		10.1%	

## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	



If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	





## DEPARTMENT OF EDUCATION

Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

April 3, 2017

Secretary of Education DeVos:

I am pleased to submit to you Delaware's Every Student Succeeds Act (ESSA) state plan. This final plan reflects months of collaboration between the Delaware Department of Education (DDOE) and its community members and other education stakeholders.

We are proud of the strong gains Delaware's public schools have made in recent years as graduation rates and academic proficiency levels have increased and opportunity gaps have started to close. Our teachers, school and district leaders, students, families and community partners have led this change. The efforts and innovations reflected in our ESSA plan are the result of months of extensive consultation and meaningful engagement with our community.

DDOE has received more than 1,000 comments submitted through online surveys, a dedicated ESSA email address, a Governor's ESSA Advisory Committee, discussion groups and community conversations. The valuable input received was critical to Delaware's plan development process.

Delaware worked in conjunction with the Council of Chief State School Officers on its template. We have used the previous U.S. Department of Education template, modified to reflect the three new questions and reworded questions. Thank you for allowing this flexibility.

With the support of Governor John Carney, I seek your approval of this plan. Thank you for the opportunity for Delaware's education stakeholders to work together to support improved outcomes for students. With your approval, the conversations that began during Delaware's ESSA plan development process also will set the stage for continued engagement through districts' plan development and implementation processes.

Sincerely,

(b)(6)

Susan S. Bunting  
Secretary of Education

1-001590 Page 1590 of  
302-73804000

Mailing Address:

17-0092-I-001591



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Delaware Department of Education

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ED-17-00091 and 17-00092-1-0001594



Karenfield@gagges@protonk12.de.us

ED-17-0091 and 17-0092-1-001595  
Susan B. Wilbur, Secretary  
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ED-17-00091 and 17-00092-I-001598



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17-00091 and 17-00092-1-00092 (Entered Name)



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17-00091 and 17-00092-1-001600



John Garvey 1600 of 3780

Date SFA provided plan to the  
Governor under FSEA section 8540:  
-0092-1-001601



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-P092-1-001602  
February 28, 2017 and on March 29,  
2017 with revised templates  
Page 1602 of 3780  
questions embedded

of Education	
(b)(6)	4/3/2017
overnor (Pri	
(b)(6)	



By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections

**Authorized SEA Representative (Printed Name)**

**Signature**

**Date:**

**Signature of Governor**

**Date:**



# SEA Contact (Name and Position):



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ED-17-00091 and 17-00092-1-0001607



Karen Fields, Deputy Secretary

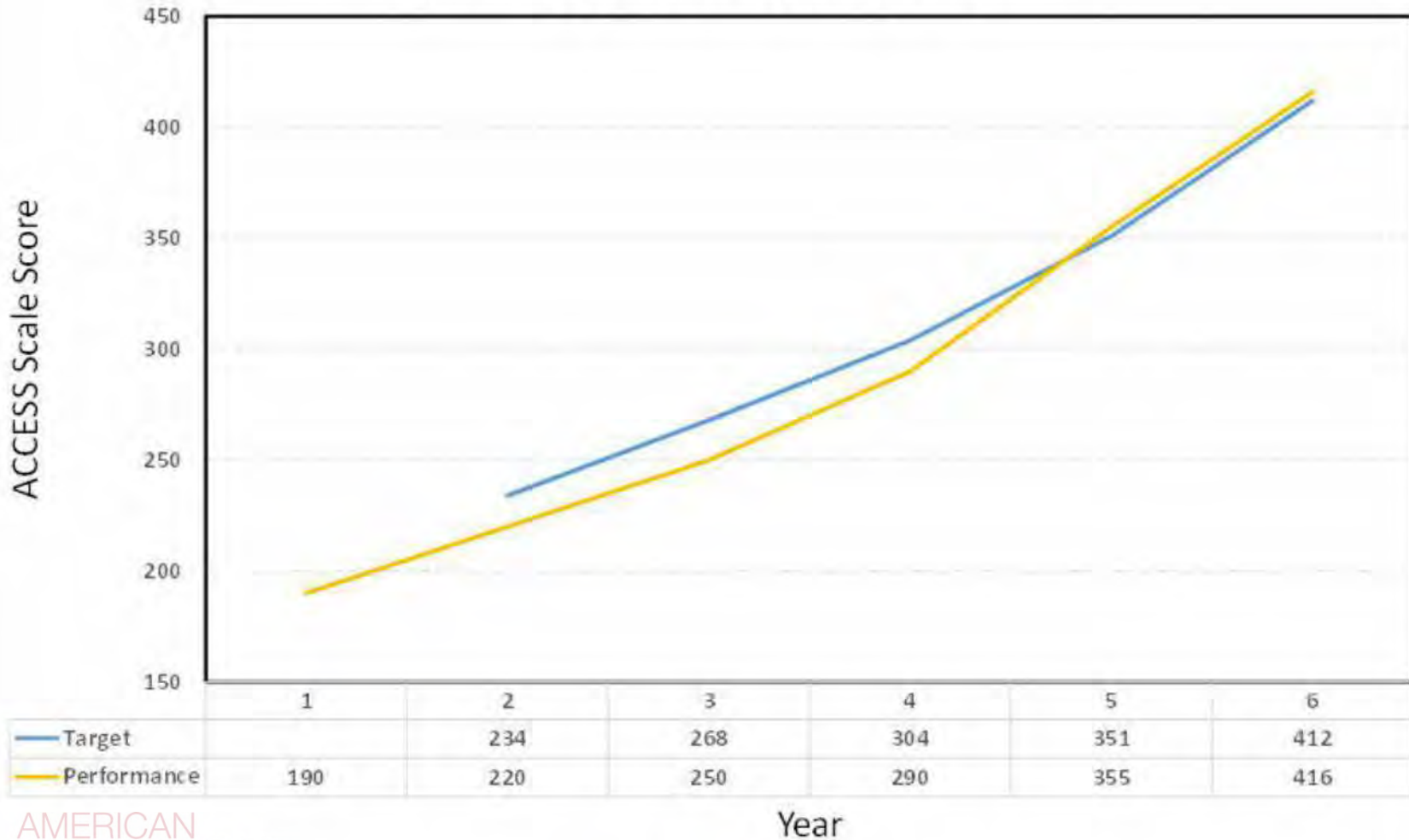
THE PHARMACEUTICAL  
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ED-17-0091 and 17-0092-I-001609

**Student 2**  
**Comparison of ELP Growth Targets and Actual Performance**  
 (Slow early growth, more rapid later growth)



# Stakeholder Consultation & Plan Development Timeline



Ongoing Stakeholder Consultation During Planning and Implementation

Internal Working Groups at DDOE

Stakeholder Consultation Meetings

Community Conversations

Governor's Advisory Committee

ESSA Discussion Groups

First Draft  
State Plan

Second  
Draft State  
Plan

Final State  
Plan  
Submission

December  
2015

July  
2016

August  
2016

October  
2016

January  
2016

April  
2017

ED-17-0091 and 17-0092-I-001611



## Stakeholders Said ...

### **Surveys, community discussions, and various stakeholder groups:**

- Growth should be a significant factor in the accountability system
- Include PSAT at the high school level to provide a more valid, reliable, and comparable growth measure
- State should have a more transparent student-level methodology

### **Measures of School Success and Public Reporting discussion group and local education agency ESL coordinators:**

- Include former ELs in academic achievement accountability for four years

## ... So DDOE will:

- Keep growth as a measure of performance for elementary, middle, and high schools
- Seek to include the PSAT in its growth calculation at the high school level
- Revisit current growth methodology and transition to a growth-to-target methodology that provides transparency and student-level data, replicable at the school level
- Include former ELs in academic achievement accountability for four years
- Determine if additional supports are needed for exited students in order to meet academic achievement targets

## DDOE Continuous Improvement Model (ESSA)





# A Framework of Indicators for School Success (DSSF)

## Academic Achievement

Proficiency for ELA and Math (3–8 and 11), Science (5, 8, and 10) and Social Studies (4, 7, and HS)

## Academic Progress

Growth in ELA and Math (4–8 and HS)  
Including Lowest and Highest Quartiles and Growth to Proficiency

On Track in 9<sup>th</sup> Grade

## School Quality/ Student Success

Chronic Absenteeism (K–12)

College and/or Career Preparedness (9–12)

## Graduation Rates

4-Year Adjusted Cohort Graduation Rates

5-Year Adjusted Cohort Graduation Rates

6-Year Adjusted Cohort Graduation Rates

## ELP

Progress Toward English Language Proficiency (1–12)

# Inclusion of English Learners' Performance in Accountability

Year 1			
Year 2			
Year 3			
Year 4			



DDOE will provide **individualized support** to schools and LEAs in need of improvement





## Goal 1: A Healthy Start for All Children

**Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally:**

- All children will have high-quality developmental screening and services.
- All children will have support for healthy social-emotional development, including access to mental health services.
- All children will have family-centered health and preventive care, including oral health, healthy eating and lifestyles, and immunizations.
- All families will have access to home visitation services and improved family health practices.

## Goal 2: High-Quality Early Childhood Programs and Professionals

**All Delaware children will have access to high-quality early childhood programs and professionals:**

- All Delaware early childhood providers will be top-tier Delaware Stars for Early Success (Stars) programs.
- All Delaware early childhood providers will facilitate family engagement and support inclusionary practices.
- Delaware will have among the nation's most highly skilled and best-supported early childhood workforces.
- Delaware's early childhood workforce will be engaged in professional learning that supports continual improvement.

## Goal 3: Aligned and Effective Early Learning System, Birth-3<sup>rd</sup> Grade

**Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children's early learning, guided by the "Readiness Equation:" Successful Children = Ready Families + Ready Early Education + Ready Communities + Ready Schools.**

- Family, community, and school engagement in early learning will be supported statewide by Delaware Readiness Teams and by enhanced resources to support school readiness.
- Early learning educators and families will have access to data to support their teaching and parenting.
- Delaware will have unified learning standards and assessments and will engage early childhood and elementary school teachers in shared programs of teacher preparation and professional learning.

## Goal 4: Sustained System Improvement

**Delaware will develop and sustain policies, programs, and partnerships that generate continual improvement in addressing all children's developmental needs.**

- Delaware will be among the nation's leaders in implementing best practices in early childhood governance, service integration, and effective and efficient public financing.
- The state will implement continual improvement programs for all early childhood services.
- The state will regularly review the impacts of agency programs on the overall performance of the early childhood system.
- Delaware will lead the nation in the scope and magnitude of community partnership and public commitment to early childhood success.



					84.3%	86.39%	87.96%	89.53%	91.10%
					81.1%	83.62%	85.51%	87.40%	89.29%
					65.8%	70.36%	73.78%	77.20%	80.62%
					93.7%	94.54%	95.17%	95.80%	96.43%
					63.7%	68.54%	72.17%	75.80%	79.43%
					73.7%	77.21%	79.84%	82.47%	85.10%
					68.7%	72.87%	76.00%	79.13%	82.26%
					79.8%	82.49%	84.51%	86.53%	88.55%
					87.0%	88.73%	90.03%	91.33%	92.63%
					85.8%	87.69%	89.11%	90.53%	91.95%
					82.2%	84.57%	86.35%	88.13%	89.91%
					94.7%	95.41%	95.94%	96.47%	97.00%
					94.0%	94.80%	95.40%	96.00%	96.60%
					67.6%	71.92%	75.16%	78.40%	81.64%
					79.9%	82.58%	84.59%	86.60%	88.61%
					78.8%	81.63%	83.75%	85.87%	87.99%
					82.8%	85.09%	86.81%	88.53%	90.25%
					88.1%	89.69%	90.88%	92.07%	93.26%
					85.97%	87.47%	88.98%	90.48%	91.98%
					82.39%	84.28%	86.16%	88.05%	89.94%
					94.74%	95.30%	95.87%	96.43%	96.99%
					93.99%	94.63%	95.28%	95.92%	96.57%
					68.16%	71.57%	74.98%	78.39%	81.81%
					80.04%	82.18%	84.32%	86.46%	88.59%
					78.79%	81.06%	83.34%	85.61%	87.88%
					82.80%	84.64%	86.49%	88.33%	90.17%
					80.17%	89.44%	90.71%	91.97%	93.24%

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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**Sent:** Tuesday, December 12, 2017 11:01 AM  
**To:** Schmidt, Ashlee; Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy  
**Cc:** Eichner, Jill  
**Attachments:** State Plan Office Hours Issues 4.27.17.docx; New Mexico State Plan\_04-11-17.pdf; LA ESSA State Plan\_FINAL\_04-15-17.pdf; ESSA\_Nevada\_Consolidated\_State\_Plan\_4.12.17\_Final.docx

Call-in number: (b)(6)

State issues to be discussed at tomorrow's meeting are summarized in the attached document. The associated State plans are also attached for your reference. Please note that copies of the "Issues" document will be provided at the meeting, but we ask that participants have access to their own electronic versions (or hard copies) of the State plans. (Please note that Louisiana's plan has not yet been deemed complete by ED, but program officers are bringing issues they have identified based on a preliminary review of the plan the State submitted on 4/15.)

**Nevada Department of Education**  
**Consolidated State Plan**  
**Under the Every Student Succeeds Act**



**U.S. Department of Education**

OMB Number: 1810-0576  
Expiration Date: November 30, 2019

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 2181 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.



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## Cover Page

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	<b>Telephone:</b> 775.687.9200
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b> <div style="border: 1px solid black; width: 200px; height: 50px; margin-top: 5px;">(b)(6)</div>	<b>Date:</b>  4.12.17
<b>Governor (Printed Name)</b>	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  February 10, 2017
<b>Signature of Governor</b>	<b>Date:</b>

\*See Next Page for the Governor's Signature

Contact Information and Signatures	
<b>SEA Contact (Name and Position)</b> Dr. Steve Canavero, State Superintendent	<b>Telephone</b> 775.687.9200
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b> (b)(6) <div style="border: 1px solid black; height: 40px; width: 350px; margin-top: 5px;"></div>	<b>Date:</b> <i>Apr. 13, 2017</i>
<b>Signature of Governor (If Applicable)</b> (b)(6) <div style="border: 1px solid black; height: 40px; width: 350px; margin-top: 5px;"></div>	<b>Date:</b> <i>April 3, 2017</i>

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>	<b>Citation to ESEA, as amended by the ESSA, and Part 200 regulations</b>			
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A	p. 24
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B	p. 24
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))				
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B	p. 30
Minimum N-Size	1111(c)(3)	A.4.ii.a-c	4.1.C	p. 31
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C	p. 10
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A	p. 26
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G	p. 33; p. 36
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B	p. 38
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E	p. 35
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii; 4.2.B.iii; 4.3.B-D	p. 38; p.39; p. 40
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C	p. 47
School Conditions	1111(g)(1)(C)	A.6	6.1.C	p. 54
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B	p. 49
<b>Title I, Part C: Education of Migratory Children</b>				



State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi	p. 56; p. 57
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv	p. 57
Use of Funds	1304(b)(4)	B.3	6.2.B.viii	p. 58
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>				
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i	p. 59
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii	p. 59
<b>Title II, Part A: Supporting Effective Instruction</b>				
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A	p. 45
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E	p. 45; p. 48
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A	p. 42
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B	p. 43
Data and Consultation	2101(d)(2)(K)	D.5	2.C-D	p. 20
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B	p. 43
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>				
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i	p. 59
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	--	p. 16
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B and D	p. 21; p. 22
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>				

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template	First Page Number
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E	p. 49
Awarding Subgrants	4103(c)(2)(B)	F.2	--	p. 60
<b>Title IV, Part B: 21st Century Community Learning Centers</b>				
Use of Funds	4203(a)(2)	G.1	6.2.E.i	p. 60
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii	p. 60
<b>Title V, Part B, Subpart 2: Rural and Low-Income School Program</b>				
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i	p. 61
Technical Assistance	5223(b)(3)	H.2	2.2.D	p. 22
<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>	<b>McKinney-Vento Citation</b>			
Student Identification	722(g)(1)(B)	I.1	6.2.G.i	p. 61
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii	p. 62
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii	p. 62
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv	p. 63; p. 63
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi	p. 64
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi	p. 64
Assistance from Counselors	722(g)(1)(K)	I.7	--	p. 64



## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
  - ☐ Title I, Part C: Education of Migratory Children
  - ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
  - ☐ Title II, Part A: Supporting Effective Instruction
  - ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
  - ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
  - ☐ Title IV, Part B: 21st Century Community Learning Centers
  - ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
  - ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)
- ☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.
- ☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.
- ☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.
- ☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.
- ☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act.



## Letter from the State Superintendent

Dear Nevadans,

Last May we began a statewide conversation about developing Nevada's Every Student Succeeds Act (ESSA) plan. ESSA replaces the No Child Left Behind Act and reauthorizes the Elementary and Secondary Education Act of 1965, returning much of the state's authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of its students. From the start, the Nevada Department of Education (NDE) committed to writing a plan that puts ESSA and the new federal law in service to Nevada's priorities. After dozens of meeting with teachers, parents, principals, school district leaders, civil rights organizations, the business community, and other engaged Nevadans we believe we have created a plan that does just that.

Our plan offers an honest evaluation of the state of education in Nevada. According to the January 2017 *Quality Counts* report, Nevada ranks **last** among the 50 states and the District of Columbia. Nevada also has the **lowest** average score among states that require all 11<sup>th</sup> graders to take the ACT. Yet bright spots exist. Nevada's graduation rate is among the fastest improving in the nation, up from 62% in 2011 to 73.55% in 2016. Nevada was recognized as one of the top states for improvement on eighth grade reading and in science proficiency as measured by the National Assessment of Educational Progress. Nevada has also seen the fastest improvement on score of three or higher on Advanced Placement assessments both last year and the previous three years combined.

Still, the disparate impact on our state's most historically underserved students cannot be ignored, and bold action must be taken to ensure that all students have access to a great education. Our education system's chronic underperformance and persistent achievement gaps requires a fundamental change. In fact, change is already underway with the passage of close to two dozen new education programs and initiatives during the 2015 Legislative Session.

Nevada's plan strives to leverage ESSA as a catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the **fastest improving state in the nation**. The Department recognizes its limitations and will therefore focus on a few key strategies that it has the expertise to implement effectively and will drive the change we need to see.

1. **Developing great school leaders**
2. **Using data to inform decisions impacting our schools**
3. **Identifying and improving our lowest-performing schools**

To secure our place as the fastest improving state in the nation, we must continue to implement recently passed programs, hold ourselves accountable for improving student achievement, reinvest where we are having success, and redirect funds where outcomes are lagging.

I would like to thank the stakeholders who participated in developing Nevada's ESSA plan. It will require all of us, working together, to achieve the goals outlined within this plan.

Sincerely,



Steve Canavero, Ph.D.  
Superintendent of Public Instruction



## Section 1: Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

Many indices rank Nevada at or near the bottom of all states in student achievement. Nevada is committed to be the fastest growing state in the nation in student achievement. Nevada is well-positioned to achieve that goal thanks to the passage of dozens of new laws and policies. There is also emerging evidence that Nevada is trending in the right direction. Our graduation rate, English learner performance in early grades, and eighth grade reading and science scores are some of the fastest improving in the country.

Nevada's leadership team and data department looked at other states' progress on nationally comparative measures of student success and set targets to match the highest rates of growth. NDE staff took current performance, projected annual growth to match the fastest growth demonstrated elsewhere, and created targets with that trajectory in mind. Most goals are set with a six-year time horizon to allow the existing investments and proposed changes to take hold, so measures are set with outcomes from 2022 in mind. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada's Academic Achievement goals was a thoughtful and inclusive process that incorporates Nevada's vision for being the fastest improving state in the nation. The NDE began the goal setting process with a review of historical student performance, baseline data and literature review of goal setting practices around the country. This information was shared with several stakeholder groups including the NDE's ESSA Advisory Group, the Accountability Work Group, and a Technical Advisory Group. Additionally, subject matter experts from NDE consulted with other states and considered the impact of the Academic Achievement goals on their program areas.

The following guidelines drove the goal-setting process for Nevada's academic achievement goals:

1. Set academic achievement goals separately for
  - Elementary school ELA and Math
  - Middle school ELA and Math
  - High School ELA and Math II/Integrated Math II End of Course
2. Long-term for Nevada will be six years. After six years, Nevada will re-establish the baseline and set a common long-term goal for all subgroups by the year 2030.



3. Nevada's long-term goals will be based on a 5% annual reduction in non-proficiency for all subgroups. Based on research, this trajectory puts Nevada on track to being the fastest improving state in the nation.
4. Nevada believes that all students can achieve and that beyond 2022, the next long-term goal will be that all students achieve at the same high rates.
5. Nevada will set annual measures of interim progress.
6. Nevada will begin with baseline data disaggregated by subgroup because in order for student achievement to occur, Nevada must first acknowledge where Nevada students are.
7. Lower achieving subgroups must improve at greater rates than higher achieving subgroups
8. All subgroups will achieve the same, high proficiency rate by 2030.
9. By 2022, long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal setting exercise will establish one common achievement goal for all of Nevada students.

ii. Provide the baseline and long-term goals in the table below.

#### Academic Achievement – Grades 3-5

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All students</b>	49.9% (2016)	63.1% (2022)	39.9% (2016)	55.8% (2022)
<b>Economically disadvantaged students</b>	37.9% (2016)	54.4% (2022)	28.8% (2016)	47.7% (2022)
<b>Children with disabilities</b>	18.3% (2016)	39.9% (2022)	16.7% (2016)	38.8% (2022)
<b>English learners</b>	31.7% (2016)	49.8% (2022)	25.1% (2016)	44.9% (2022)
African-American	39.6% (2016)	55.6% (2022)	29.6% (2016)	48.2% (2022)
American Indian or Alaska Native	71.4% (2016)	78.9% (2022)	63.6% (2016)	73.3% (2022)
Asian or Native Hawaiian / Other Pacific Islander	33.0% (2016)	50.8% (2022)	21.1% (2016)	42.0% (2022)
Hispanic or Latino	32.9% (2016)	50.7% (2022)	23.4% (2016)	43.7% (2022)
White	50.9% (2016)	63.9% (2022)	39.7% (2016)	55.7% (2022)

#### Academic Achievement – Middle School

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All students</b>	46.4% (2016)	60.6% (2022)	26.0% (2016)	45.6% (2022)

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>Economically disadvantaged students</b>	35.1% (2016)	52.3% (2022)	17.4% (2016)	39.3% (2022)
<b>Children with disabilities</b>	9.0% (2016)	33.1% (2022)	5.1% (2016)	30.2% (2022)
<b>English learners</b>	11.7% (2016)	35.1% (2022)	6.9% (2016)	31.6% (2022)
Hispanic	36.0% (2016)	53.0% (2022)	17.5% (2016)	39.4% (2022)
Asian	71.9% (2016)	79.3% (2022)	51.7% (2016)	64.5% (2022)
African American	27.5% (2016)	46.7% (2022)	10.8% (2016)	34.4% (2022)
Native American	34.0% (2016)	51.5% (2022)	16.4% (2016)	38.6% (2022)
Pacific Islander	45.4% (2016)	59.9% (2022)	26.4% (2016)	45.9% (2022)
Caucasian	60.7% (2016)	71.1% (2022)	38.3% (2016)	54.7% (2022)
Multi-race	54.8% (2016)	66.8% (2022)	30.8% (2016)	49.1% (2022)

#### Academic Achievement – High Schools

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>All students</b>	68.6% (2016)	76.9% (2022)	34.0% (2016)	51.5% (2022)
<b>Economically disadvantaged students</b>	58.7% (2016)	69.6% (2022)	23.5% (2016)	43.8% (2022)
<b>Children with disabilities</b>	33.4% (2016)	51.0% (2022)	8.9% (2016)	33.0% (2022)
<b>English learners</b>	29.4% (2016)	48.1% (2022)	8.6% (2016)	32.8% (2022)
Hispanic	63.1% (2016)	72.9% (2022)	24.6% (2016)	44.6% (2022)
Asian	83.2% (2016)	87.7% (2022)	57.2% (2016)	68.5% (2022)
African	45.0% (2016)	59.6% (2022)	15.3% (2016)	37.8% (2022)



Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
American				
Native American	70.5% (2016)	78.3% (2022)	25.6% (2016)	45.3% (2022)
Pacific Islander	65.9% (2016)	74.9% (2022)	32.0% (2016)	50.0% (2022)
Caucasian	77.2% (2016)	83.2% (2022)	43.4% (2016)	58.4% (2022)
Multi-race	73.9% (2016)	80.8% (2022)	38.5% (2016)	54.8% (2022)

## B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Nevada's leadership team looked at other states' progress on graduation rate improvement and set targets to match the best rates of growth. The graduation rate has grown significantly over the last five years, from 62% in 2010-11 to 73.55% in 2016.

The proposed six-year time horizon, with 2022 as the target year, allows time for investments and changes to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada's graduation rate goals followed the same process described in the Academic Achievement section above. Through this considered process, the NDE's graduation goals are driven by the following guidelines:

1. Long-term for Nevada will be 5 years
    - a. After 5 years, Nevada will re-establish the baseline and set a common long-term goal for all subgroups by the year 2030
  2. Nevada will set annual measures of interim progress.
  3. Nevada will begin with baseline data disaggregated by subgroup because in order for Nevada to improve its graduation rate, Nevada must first acknowledge where its students are.
  4. Lower achieving subgroups must improve at greater rates than higher achieving subgroups.
  5. All subgroups will achieve the same, high graduation rate by 2030.
  6. By 2022, long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal setting exercise will establish one common graduation rate goal for all of Nevada students.
- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Nevada uses the 4-year graduation rate as well as the 5-year graduation rate in the accountability system.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>All students</b>	73.6% (2016)	84% (2022)
<b>Economically disadvantaged students</b>	66.7% (2016)	81.0% (2022)
<b>Children with disabilities</b>	29.3% (2016)	60.0% (2022)
<b>English learners</b>	42.6% (2016)	70.0% (2022)
Hispanic	69.7% (2016)	82.0% (2022)
Asian	87.9% (2016)	90.0% (2022)
African American	56.5% (2016)	75.0% (2022)
Native American	64.7% (2016)	80.0% (2022)
Pacific Islander	75.9% (2016)	86.0% (2022)

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

5-year graduation rate is reported on the 2014 cohort, for whom the 4-year graduation rate was 70%. In the 4-year graduation rate reported above, the 2016 cohort is referenced.

**5-year Adjusted Cohort Graduation Rate (note, dates reflect original year class of)**

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>All students</b>	72.0% (2015)	86% (2022)
<b>Economically disadvantaged students</b>	65.9% (2015)	83.0% (2022)
<b>Children with disabilities</b>	29.1% (2015)	62.0% (2022)
<b>English learners</b>	31.7% (2015)	72.0% (2022)
Hispanic	64.2% (2015)	84.0% (2022)
Asian	85.5% (2015)	92.0% (2022)
African American	56.5% (2015)	77.0% (2022)
Native American	52.9% (2015)	82.0% (2022)
Pacific Islander	76.1% (2015)	88.0% (2022)
Caucasian	78.3% (2015)	91.0% (2022)
Multi-race	77.6% (2015)	89.0% (2022)



**C. English Language Proficiency.**

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
  1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).  
The state of Nevada considers the student's initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition.
  2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.

**Nevada Expected Time to English Language Proficiency**

Initial ELP Level in Year 1	Years to Achieve EL Proficiency
1 - Entering	4-6 years
2 - Emerging	3-5 years
3- Developing	2-4 years
4 - Expanding	1-3 years
5 - Bridging	Considered EL Proficient
6 - Reaching	Considered EL Proficient

Initial ELP Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 - Entering	Level 1	Level 2	Level 3	Level 4	Level 4	Level 5
2 - Emerging	Level 2	Level 3	Level 4	Level 4	Level 5	
3- Developing	Level 3	Level 4	Level 4	Level 5		
4 - Expanding	Level 4	Level 4	Level 5			
5 - Bridging	Considered English Language Proficient in Nevada					
6 - Reaching	Considered English Language Proficient in Nevada					

Rationale: The NDE and the ESSA English Learner Work Group reviewed research regarding English language acquisition in the development of the expected timeline for English language development. The research indicated that the average time for English learners to achieve academic English language proficiency was 4-7 years. The studies included:

Hakuta, K., Butler, Y.G., and Witt, D., 2000, *How Long Does It Take English Learners to Attain Proficiency?* Berkeley: University of California, Linguistic Minority Research Institute.

Haas, Huang, Tran, Yu, 2016, *The achievement progress of English learner students in Nevada*, Washington: U.S. Department of Education, Regional Educational Lab at WestEd.

Kieffer, M., Parker, C., 2016, *Patterns of English Learner Student Reclassification in New York City Public Schools*, Washington: U.S. Department of Education, Regional Educational Laboratory Northeast & Islands

3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

The NDE assesses every English learner upon enrollment to understand the level of English proficiency. Based on initial English proficiency level, Nevada gives English learners up to six years to become proficient in English.

To set targets for that goal, Nevada's leadership team and data department looked at other states' progress and outlined a path to match the best rates of growth in those states. For English learners, Nevada compared its WIDA Access assessment performance to other states that use the same assessment.

The proposed six-year time horizon, with 2022 as the target year, allows time for state investments and systems changes in EL serves to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on I.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Nevada annually assesses English learners with the WIDA assessment, a summative assessment that meets U. S. federal requirements. Nevada is one of thirty-nine states in the WIDA Consortium, which develops standards and assessments that promote educational equity for ELs. As a member of the WIDA Consortium, Nevada can compare its results with other states and set growth goals.

The long-term goal for English language proficiency, currently measured by the WIDA ACCESS assessment, is 90%. This would be a significant change from the current state of 24.9%. The NDE goal is that 90% of English learners will exit EL status within six years of initial EL identification and 90% of Long-term English learners will exit EL status by 2022\*.

\*This will be measured by aggregating the number of English learners who achieve Nevada's EL exit criteria over a six year period.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	24.9% (2016)	90% (2022)

EL Proficiency		2016	2017	2018	2019	2020	2021	2022
All English Learners	% English learners achieving Proficiency	Baseline 24.9%	25.0%	38.0%	51.0%	64.0%	77.0%	90.0%



## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions:* Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

To align ESSA to Nevada's State Plan, the Nevada Department of Education (NDE) created an Advisory Group and six Focus Area Work Groups to develop and recommend strategies to ensure that all students are college, career, and community ready.

Work began in May 2016, and the six work groups that were convened included:

- Accountability
- Assessments
- English Language Learners
- Funding Streams
- School Improvement
- Teaching and Leading

Based on responses to the survey that was posted on the NDE website, various stakeholders, including teachers/other licensed personnel, school leaders, district-level administrators, business members, representatives from higher education, parents/family members, and other community representatives, who



were specifically assigned as members of each group. All meeting dates/times were open for members of the public to attend.

Over two hundred Nevada citizens and advocates signed up to participate in the Work Groups and Advisory Group. Each Work Group met a minimum of three times and others met as many as five times. Each meeting were a minimum of two hours long. The Advisory Group met thirteen times between May 2016 and March 2017. Each of their meetings was at least two hours long. These work groups, as well as work groups initiated before ESSA and those continuing after this planning process, are composed of trusted advisors to the state department as the voices of schools and communities.

These work groups are critical and routine in how NDE serves its district and charter partners. With a commitment to grassroots engagement and just 18 LEAs across the state, the state department ensures federal compliance, provides guidance and technical assistance, and cultivates self-advocacy at the LEA level. Nevada's unique geography and population distribution is reflected in the fact that one of the county-wide districts enrolls approximately 70% of Nevada students, and schools are classified as urban, suburban, rural, and frontier. LEAs collaborate on common interests. Professional development is provided within the district or via one of three Regional Professional Development Programs, which are opt-in cooperative organizations. LEA leaders serve on the boards of RPDPs and align service offerings with identified development needs.

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

More than thirty participants were a part of the Accountability work group. This group's four meetings were facilitated by the Assistant Director of the Assessment, Data, and Accountability Management Office at NDE. The participants reacted to NDE questions around school and district accountability models and ways to incorporate equity into the systems, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The NDE designed and conducted an Assessments work group. Twelve participants from districts, advocacy organizations, professional associations, and an education non-profit were facilitated by the Administrator for the Assessment, Data, and Accountability Management Office. Through four meetings from August to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

The English Learners work group was led by the Education Programs Supervisor for English Learners in the Office of Student & School Supports. Over four meetings from June to October 2016, participants reacted to NDE questions about accountability, funding, identification and reclassification of ELs. The group members, representing superintendents, district EL directors, and non-profit partners, provided feedback, and finalized a set of recommendations to the ESSA Advisory Group, which was submitted to the State Board of Education in January 2017.

One of the groups convened focused on understanding and advising on Federal Funding Streams in the ESEA recertification. Led by the State Superintendent, this group met four times between



September and December 2016 and made recommendations to the ESSA Advisory Council. Key areas of interest were the creation of consolidated application for LEAs, NDE guidance memos to LEAs on federal funding flexibility, and district federal funding audits. The Funding Streams Work Group presented its recommendations to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

Forty-eight participants from districts, higher education, policy centers, advocacy organizations, professional associations, and an education non-profit participated in the School Improvement work group and were facilitated by NDE's Office of Student and School Support leaders. Through four meetings from June to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The Supporting Excellent Educators work group included forty participants from districts, higher education, business, advocacy organizations, professional associations, and an education non-profit. The Deputy Superintendent, Educator Effectiveness and Family Engagement facilitated the group and was assisted by NDE staff members. Through four meetings from June to November 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which presented the recommendations to the State Board of Education in January 2017.

Specific recommendations from the ESSA work groups are available in Appendix D.

The New Nevada Plan was made public in January 2017, and the draft Consolidated Plan was made available in February. Public comment was solicited from the State Board of Education and citizens for the 30-day public comment period. NDE staff adjusted the plans for the submission of this document.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The six work groups analyzed data, researched options, and made recommendations to the Advisory Group, which was convened by the state superintendent and facilitated by NDE staff. Through presentations to the ESSA Advisory Group, NDE leadership monitored the progress of the work groups and created opportunities to collaborate. As the work groups were composed of representative groups, so too is the work of this plan coordinated across groups inside and outside the Department.

Through regular meetings with NDE Cabinet and staff, discussions of this plan with the Nevada Department of Higher Education, Nevada Workforce Development, other state agencies, non-profit and corporate partners throughout the state, the State Superintendent and his team are planning for the administration of successful P-12 programs and alignment with other initiatives throughout the state.

The NDE team made this plan available to the public for 30 days to provide perspective and feedback for a period ending March 10, 2017. Through this process, the NDE team incorporated feedback to make the plan complete, clear and inclusive. Following the end of the public comment period for the New Nevada Plan and the Consolidated Plan, NDE convened the Advisory Group to review the public comment and made adjustments were necessary.

- C. **Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.



The State Superintendent kept the Governor apprised of work on the ESSA plans through conversations. When the New Nevada Plan became available for public comment on January 19<sup>th</sup>, the State Superintendent submitted the plan to the Governor. The Consolidated Plan was also shared with the Governor on February 10, the day it was made available for public comment.

Date SEA provided the plan to the Governor: 2/10/2017

Check one:

- ☒ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

NDE is creating a consolidated planning system that will encompass a needs assessment, school and district performance plan (SPP and DPP), monitoring, and funding streams aligned to state goals and prioritized strategies. The needs assessment will specifically guide LEAs in the determination of needs, examine gaps and root causes to set priorities for focused planning. The NDE will conduct strategic consultations between cross-functional teams and district leadership to discuss and examine whether the goals were met or not met in the previous year. This reflection and feedback will guide LEAs in the development of actionable, evidence-based plans. Plans will be due no later than 60 days after State Accountability Framework results are released and will be reviewed to ensure LEA goals are aligned and attainable and resources are available to ensure a high probability of success to meet the needs of all learners.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The NDE will develop a comprehensive monitoring system that provides primary focus on indicators that leverage increased student achievement and ensure compliance with federal requirements and the appropriate use of federal funds. Monitoring the LEA plan and data will be conducted by cross-departmental teams.

The NDE will monitor effective use of funds and the quality of the implementation of the evidence-based strategies by utilizing one or more of the following differentiated steps:

- Regularly scheduled problem-solving meetings with district personnel and/or external partner
- Calls between NDE and district personnel and/or external partner following the problem-solving meeting
- 90-day status update meetings between district personnel and/or external partner focusing on goals and action steps written in the School Performance Plan or District Performance Plan
- NDE may conduct district visits if deemed necessary



To support LEAs in spending federal funds strategically and effectively, the NDE will:

- Annually collect data on local grant spending
- Design local-to-state application for federal grant funds to drive alignment between local needs, activities, and spending
- Have cross-functional NDE teams review and approve LEA applications
- Assist LEAs in developing an innovative plan to strategically use funds.
- Assist LEAs and schools in identifying and selecting ESSA evidence-based interventions, strategies and activities

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Effective continuous improvement processes require transparency, strategic collaboration, skill in employing data-based decision-making, reflection, and expertise in providing successful interventions for struggling schools and students.

- NDE will annually gather comprehensive data related to student, school, educator, and LEA achievement/performance through the student information system and other contracted sources, including external evaluations.
- NDE will annually review data that is collected at the school and district levels to determine whether LEAs and schools are achieving state goals and interim benchmarks.

The NDE will periodically gather stakeholder input regarding program effectiveness and recommendations for continuous improvement. This will be collected through external councils that include but are not limited to:

- English Mastery Council (EL)
- Teachers and Leaders Council
- Special Education Advisory Council
- School Improvement Advisory Committee

Based on data gathered and stakeholder input received, the NDE will evaluate the effectiveness of SEA plan and implementation to determine next steps in the continuous improvement process. The NDE will consider the development/continuation of state advisory groups to review state progress in implementing state goals and strategies and to make recommendations for continuous improvement.

- D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies. NDE has discretion to decide which LEAs have a sufficient plan and sufficient capacity and commitment to improve, and which LEAs will need additional support in order to improve. The SEA will create a prioritized list of LEAs that have the highest percentage of Comprehensive Support & Improvement (CSI) and Targeted Support & Improvement (TSI) schools and demonstrate the greatest commitment to school improvement (e.g., voluntarily joining a Performance Compact). These LEAs and their schools will be given prioritized technical assistance from the SEA to specifically address the overall performance and the achievement gaps of sub-group populations (e.g. students with disabilities, English learners, economically disadvantaged, and race/ethnicity).

The NDE wants district leaders, school principals, and instructional teams to take responsibility for improving their schools. The NDE will give consideration to other evidence based indicators of commitment provided by the district to improve lowest-performing schools. NDE may also decide to partner with LEAs where they are already providing support to ensure their schools are making sufficient improvement.

Once a district has been notified that it is designated as a priority and is therefore eligible for increased support,

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there is a range of steps that NDE may take with that district.

**No further action by the NDE needs to be taken in the district at this point.**

The NDE may conclude that the district has a sufficient plan for improvement in place, which is rigorous and credible, and that the leadership has the capacity to implement this plan; or, the district plan includes bringing in external support to meet a challenge the district has identified – and so the district will be allowed time to complete the plan.

**The district needs additional support**

The NDE may determine that additional support is necessary to enable the district to make sufficient improvement. The NDE will work with the LEA to identify where this support may come from and may recommend that the district enter into an arrangement to access this support. For example, working with an external vendor, working with internal training opportunities, or developing a partnership with high performing LEAs.

**Differentiated School Support**

The Department's multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition to community actions, to facilitate system level alignment and coherence on accountability and supports. Nevada will use this approach to prioritize its work and more effectively target resources, supports, and interventions. This will ensure that NDE, districts, and charter schools are aligned and responsive to specific school needs.

Additional information about differentiated school support is in Section 4 of this plan.



### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- ☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- ☐ No.

The state of Nevada administers end-of-course assessments in mathematics to students who have passed or are enrolled in aligned courses of study to the adopted mathematics standards. These mathematics course(s) may be offered in both middle and high school settings. Mathematics course work may take either of two pathways; a traditional route of Algebra I, Geometry and Algebra II, or an Integrated route of Integrated I, Integrated II and Integrated III. Either pathway will result in a student being exposed to the necessary standards of mathematics through Algebra II upon the completion of either pathway. Due to these two pathways, NDE offers both an EOC Math I and Math II and/or EOC Integrated I and Integrated II examinations. Thus students will have the opportunity to take the proper examination based on their pathway of study.

The state does not have an extra emphasis on Algebra enrollment and completion in middle school. Nevada demonstrates adequate math performance in the early grades (Grade 3-5), but performance decreases in middle school. In response, the state will develop a support for upper elementary and middle school math teachers on effective standards-based instruction with a focus on closing the instructional gap for our struggling students so they are prepared for high school mathematics instruction. The Nevada Ready Network will lead this initiative by connecting the data from both summative, interim and formative assessments to instruction and standards to support our teachers and students. The Nevada Ready Network will consist of the three Regional Professional Development Program directors, the seventeen District Curriculum Directors, the State Charter School Authority director and the staff from the NDE Office of Standards and Instructional Support.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.

Of the 15% of Nevada's K12 students who are English language learners, the predominant native language is Spanish (91.5%). Tagalog speakers are 1.9%, Chinese speakers are 1.0%, Vietnamese speakers are 0.6%, and Korean speakers are 0.5%. For purposes of identifying the "languages present to a significant extent in the participating student population," Spanish meets that definition.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Nevada administers required assessments in English. Smarter Balanced Assessments in English Language Arts and Mathematics, grades 3-8, have been implemented throughout the state. Smarter Balanced Assessments support the following accessibility features: Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages, side-by-side bilingual test version, directions translated into native language, and bilingual glossary.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not applicable. No languages other than English and Spanish are present to a significant extent in the student population.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

After Nevada has administered consecutive years of successful testing under our new assessment system, Nevada will examine this system and its effects on English Language Learners. Nevada will quantify its populations of students who may require assessments in languages other than English in partnership with LEAs. Nevada will then meet with stakeholders and LEA representatives to define languages other than English that are present to a significant extent in the participating student population and make decisions at that point.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

To be determined, based on outcomes of analysis and stakeholder engagement.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.



## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

### 4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase student learning, graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

The Nevada School Performance Framework was designed to ensure that the statewide system of accountability for public schools complies with all requirements for the receipt of federal money under ESEA. The statewide system of accountability applies to all public schools, and includes annual ratings for each school, based on the performance of the school and whether each school meets the annual measurable objectives and performance targets in the system. The system includes consequences, rewards, and support, based on the ratings, and it designed to direct available state money to public schools receiving one of the two lowest ratings of performance. Student subgroup performance and growth is reported, including economically disadvantaged students, students with disabilities, English learners, and the required federal race and ethnicity subgroups. Subgroup performance is measured by the statewide test for elementary and middle schools, and is measured by graduation rate and attendance rate in high schools. Reports are issued annually. Each of these measures aligns directly to federal accountability standards.

Indicator	Measure(s)	Description
i. Academic Achievement	Math and ELA SBAC, and Science CRT, Math End-of-Course, Math and ELA SBAC and Science CRT (MS) Math, ELA, and Science End-of-Course exams (HS)	In the Nevada School Performance Framework (NSPF), the proficiency rate on the Smarter Balanced (SBAC) and End-of-Course exams is determined by dividing the number of proficient students by the number of students tested. Proficient students will be those who meet the state adopted proficiency level cut and will be reported as the percent at or above the cut (PAC). These assessments are subject to peer review and have been designed to provide valid and reliable student achievement information. These assessments are common across the state. Student performance on these statewide assessments is disaggregated for each subgroup of students. Points earned on this indicator are based on the SEA's long term goals and measures of interim progress and contribute 25% to the total index score.



Indicator	Measure(s)	Description
		<p>Test participation on the ELA and Mathematics assessments is expected to be at least 95% and low test participation will result in a reduction in NSPF star rating.</p> <p>See Academic Progress measure indicator for more information.</p>
ii. Academic Progress	Math and ELA SBAC Median Growth Percentile and Adequate Growth Percentile	<p>The Nevada Growth Model was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14.</p> <p>The Growth Model is a result of collaboration between Nevada district and state education leaders who worked with other states such as Colorado and with Dr. Damian Betebenner of the Center for Assessment. Nevada has a long history of using student growth as an effective measure in determining student progress. It has proven to be a highly reliable measure for Nevada and has proven to be a good measure of increased student learning.</p> <p>Student growth is a measure of student achievement over time. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These measures require at least one score on a prior assessment and so are determined for grades four through eight using the SBAC Reading and Mathematics content assessments. Student Growth Percentiles are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. Adequate Growth Percentile is a criterion-referenced measure, which compares the student's SGP against the percentile needed to become proficient or stay proficient on the state assessment in the next three years or by the end of the eighth grade.</p> <p>SGPs will not vary by grade span and is calculated for all schools in the same manner. AGPs will leverage SGPs in the same manner as described above.</p> <p>Student growth on the ELA and Math assessments will be disaggregated for each subgroup of students.</p> <p>Based on stakeholder input, student growth contributes 35% to the total index score for elementary and middle schools. Therefore, by weight, this measure carries the most influence in the overall index score for a school. Based on the historical inclusion of growth in our previous school rating system, Nevada has evidence that growth is one of the most influential factors in a school's rating.</p>
iii. Graduation Rate	4-year cohort graduation rate 5-year cohort	The four-year adjusted cohort graduation rate (ACGR) and the 5-year ACGR will be calculated and included in the graduation rate indicator.

Indicator	Measure(s)	Description
	graduation rate	<p>The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma, as well as all students with the most significant cognitive disabilities in the cohort, as adjusted, who are assessed using the alternative assessment aligned to alternate academic achievement standards and awarded a State-defined alternative diploma, divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.</p> <p>The 5 year cohort graduation rate is an extended-year ACGR and is calculated to include students who graduate from high school in one year beyond their cohort’s original four years in high school. The 5 year extended-year cohort follows the same rules as calculation of the four-year ACGR.</p> <p>This cohort methodology is valid and reliable as it is the methodology that follows the federal guidelines. This methodology is applied evenly across all high schools in the state for which a graduation rate can be determined.</p> <p>Graduation rates will be disaggregated by subgroup. Points for this indicator are based on long term goals and measures of interim progress. The goals for the 5-year rate are greater than the goals for the 4-year rate.</p>
iv. Progress in Achieving English Language Proficiency	WIDA ACCESS Adequate Growth Percentile	<p>Nevada has computed student growth percentiles (SGP) and adequate growth percentiles (AGP) for the past two years under the consultation of Dr. Damian Betebenner from the Center on Assessment. The methodology is analogous to the methodology used for the student growth percentiles described above. By design, this measure is longitudinal and based on at least two years of student performance on this assessment. This measure is valid, reliable and comparable statewide. This measure does not include English learners in pre-school.</p> <p>Student performance on the WIDA ACCESS assessment is included for students at all three school levels and will contribute 10% to the total index score. The percentage of students meeting their Adequate Growth Percentile (AGP) is the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the WIDA ACCESS data are set to five years or by the twelfth grade. A student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first.</p> <p>The same methodology for calculating AGP using the WIDA</p>



Indicator	Measure(s)	Description
		ACCESS will be used for all schools across the state.
v. School Quality or Student Success	Closing opportunity gaps	<p>This measure in the elementary and middle school system contributes 20% to the overall school index score and as such allows for the meaningful differentiation of schools.</p> <p>Closing Opportunity Gaps for elementary and middle schools determines the percentage of students meeting their Adequate Growth Percentile who did not pass the state assessment from the previous year. This rate can be determined for students in grades four through eight on state administered SBAC in mathematics and ELA.</p> <p>Closing Opportunity Gaps for high schools is a graduation gap analysis. The Opportunity Gap analysis will be computed using the 4-year cohort graduation rate from the previous school year. This report is also used to apply conjunctive triggers against the points earned for this measure when subgroup performance fails to meet measures of interim progress.</p> <p>Closing Opportunity Gaps results for all three school levels are disaggregated by the seven race/ethnicities and three special populations, i.e., Students on Individual Education Plans, Students who are English Learners, and Students who are Economically Disadvantaged. The Opportunity Gaps Measure is designed to highlight student groups/population in need of academic interventions to ensure all students groups have opportunities to be academically successful.</p> <p>Calculation for Closing Opportunity Gaps varies by grade span. The calculations for elementary and middle schools are AGP dependent (see above). The calculation for high schools is dependent on the 4-year cohort graduation rate (see above).</p> <p>Points earned in the Graduation Indicator will be conditioned on the subgroup graduation rates.</p>
Other Indicator – Elementary School	Student Engagement	The student engagement Indicator consists of a measure of student chronic absenteeism and school climate and contributes 10% to the total index score. Chronic absenteeism will be calculated for all students missing 18 school days or more during the school year, divided by the total student population at the school.
Other Indicator – Middle School	Student Engagement	<p>The student engagement consists of a measure of student chronic absenteeism, school climate, a measure of high school readiness, and a percentage of students with academic learning plans and contributes 10% to the total index score. Chronic absenteeism will be calculated for all students missing 18 school days or more during the school year, divided by the total student population at the school.</p> <p>High School Readiness is determined through district submitted data consisting of the number of students at the end of grade 8 of</p>

Indicator	Measure(s)	Description
		<p>the current school year meeting the requirements in NAC 389.445 (1) a-d.</p> <p><b>NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study. (NRS 385.080, 392.033)</b></p> <p>1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:</p> <p>(a) One and one-half units of credit in English with a passing grade;</p> <p>(b) One and one-half units of credit in mathematics with a passing grade;</p> <p>(c) One unit of credit in science with a passing grade; and</p> <p>(d) One unit of credit in social studies with a passing grade.</p> <p>Academic Learning plans are required for middle school students per NRS 388.165. At the middle/junior high school level, academic learning plans are to be developed for each student on initial enrollment. An academic learning plan rate is determined through district submitted data consisting of the number of all students at the school by the end of the school year and the number of all students with a signed academic learning plan.</p>
Other Indicators – High School	College and Career Readiness & Student Engagement	<p>The college and career readiness indicators for high schools consist of five measures: Average ACT Composite Score, Post-Secondary Pathways Options (including AP / IB / Dual Credit and industry-aligned and state board-approved CTE credentials), Ninth and Tenth Grade Credit Sufficiency, Academic Learning Plans, and percentage of students achieving college and career readiness status on the math, science, or ELA end-of-course exams. The indicator will contribute 25% to the total index score.</p> <p>The student engagement indicator consists of a measure of student chronic absenteeism and contributes 10% to the total index score. Chronic absenteeism will be calculated for all students missing 18 school days or more during the school year, divided by the total student population at the school.</p> <p>There is an additional added value for pathway diploma options for students pursuing college and career options. Specifically, standard diplomas are worth a value of 1, while college-endorsed or career-endorsed diplomas earn a value of 1.25.</p>

#### B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

American Indian / Native American  
Black / African-American



Hispanic / Latino  
 Asian  
 Pacific Islander  
 Two or More Races  
 White / Caucasian  
 Special Education  
 English Learners  
 Economically Disadvantaged as measured by eligibility for Free and Reduced Lunch status.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Nevada does not identify former children with disabilities in our student information system. As such, Nevada does not track the performance of this group of students.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

Nevada will include ELs in this subgroup for four years after exiting.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- ☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

District and school staff will assess and report math and ELA for recently arrived English learners, but will exclude the results in accountability measures for the first year, until growth data are available. At that time, recently arrived EL results will be included in both growth and status measures.

Specifically, Nevada will assess and report performance of English learners on the ELA and math assessment in each year of the student's enrollment in school, and for the purposes of the state-determined accountability system, for the first year of the student's enrollment in the school will exclude the results. NDE will include a measure of student growth on the assessment in the second year of the student's enrollment in school, and include proficiency on the assessments in the third year of the student's enrollment in school, and each succeeding year of enrollment.

### C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a). In order for the SEA to determine any of the measures in the school accountability system, there must be at least ten student records. For reported elements, if the number is less than ten, results will be suppressed. For point-earning measures with fewer than ten student records, measures will not be determined.
- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).



Not applicable.

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

The minimum number of student records required for calculation in each measure is ten. This number was chosen during the development of Nevada's ESEA waiver. The decision for this size was made because it enabled the state to include more schools in the accountability analysis than were included under No Child Left Behind (NCLB), provided sufficient protection from identifying individual students and could be used to determine statistically reliable measures in the accountability model.

The N size of ten will apply to all school classification where a school classification refers to the school's star rating; however, with respect to school classification for TSI and CSI, the N size will be increased to 25. In the SEA's experience and through stakeholder input, the N size should be increased for these type of high stakes designations.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Nevada will not average data as a part of the accountability system. When the state accumulates enough historical data, NDE may revisit this decision.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Nevada will use a minimum N size of 10 for reporting data for all students and all subgroups of students. When reporting data, cell sizes of fewer than ten are suppressed to protect students from being identified.

- i. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Historically, Nevada has defined the full academic year or year in school (YIS) status as being satisfied for students who are continuously enrolled from the SEA's validation day (October 1<sup>st</sup>) through to the first day of the assessment window in March. Students meeting the SEA's YIS condition will be included in the aggregated school level measures. Furthermore, a statistical analysis of school ratings will need to be conducted to determine at which level and under which conditions a yielded rating would be statistically unreliable. Under the SEA's previous accountability system, Nevada was able to determine the maximum number of measures that could be excluded from a school's rating in order to be statistically durable. Given this experience, the SEA believes that status, growth and at least one other measure must be measurable in order to rate an elementary and middle school. By extension, a high school must have at least status, graduation rate and one other measure in order to be rated.

- ii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.



Not applicable.

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Meaningful Differentiation is established by incorporating a multi-faceted indicator system for all three school levels that will result in the continuous improvement of all schools. This system is called the Nevada School Performance Framework (NSPF) and results in a summative school rating of 1- to 5-stars. This rating system will be applied to all public and charter schools that meet the minimum N size requirements.

The ratings of schools will be determined by adding the points earned for each indicator in the school rating system. The indicators are described in section 4.1 (a) and do include measures of ELA and mathematics achievement.

Student performance in the status, ELPA, and graduation rates will be measured against the state's defined long-term goals and measures of interim progress. Schools identified for targeted supports and improvements will be identified using the status and graduation rate reporting elements that will be associated with the respective indicators. Each of these reporting elements will be disaggregated to take into consideration the performance of each subgroup. Additionally, the school quality indicators described in section 4.1 (a) is designed to further call attention to the performance of low achieving students and subgroups. The system is designed to identify schools for both comprehensive and targeted supports.

*Describe the following information with respect to the State's system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system; Nevada's public schools receive an index score from 1-100 and an associated 1-5 star rating under the Nevada School Performance Framework. This index score is calculated by adding the points earned in each indicator at the school. The indicators described in section 4.1 a have been chosen to be technically sound and defensible. Nevada has a long history of rating schools on 1- to 5-stars and has been well received and understood by our stakeholders.

Nevada is currently engaging stakeholders in an accountability standard setting that will result in clear performance level descriptors for each star rating level. The performance level descriptors will then serve as the basis for establishing the point distribution for each indicator in the model.

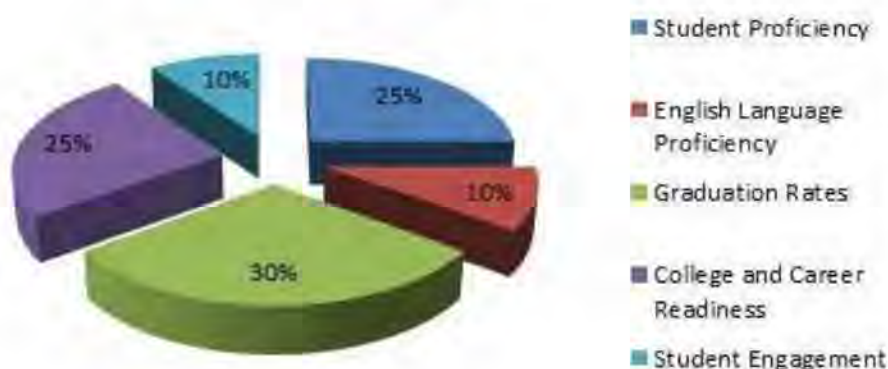
- i. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

The following graphs demonstrate the weights of the system indicators.

## Elementary & Middle Schools



## High Schools



These weights reflect the values expressed during multiple stakeholder engagements and place substantial weight to each of the academic achievement, progress, graduation rate, and ELPA indicators. Schools with an insufficient number of English learners needed to determine the ELPA measure will receive an adjusted rating. An adjusted rating will be determined by dividing the total number of points earned by the total number of points possible. In the instance of a missing ELPA indicator, the school will be rated as a percentage of points earned out of 90 total possible points.

In Nevada's experience, this methodology results in proportionate redistribution of points among the remaining indicators and allows for statistically comparable ratings between schools.

The weights expressed above were established directly from stakeholder input and were chosen to reflect Nevada values. They are determined to be clear and understandable. These weights are applied evenly by grade span in order to provide a fair and consistent evaluation of each school within grade spans.

- ii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).



The NSPF index score is a single summative rating for each school that is divided into five score ranges corresponding to a star rating. Ratings or classification of schools will be established through a standard setting process that credibly reflects the state's vision for the accountability system.

- iii. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Nevada's public schools will receive an index score from 1-100 and an associated 1-5 star rating under the Nevada School Performance Framework. This index score is calculated by adding the points earned in each indicator at the school.

In accordance with NRS385.007, "charter school" means a public school that is formed pursuant to the provisions of chapter 388A of Nevada Revised Statutes. As such, all charter schools receive accountability ratings aligned with the system for public schools.

Seventy percent of Nevada's elementary and middle school accountability system is based on student performance or progress on both the state administered content assessments and English language proficiency. Aggregated student performance in proficiency, English language proficiency and graduation rate will be measured against the state's defined long term goals and measures of interim progress. Given this distribution, these indicators are more substantially weighted than the school quality indicator described in section 4.1a; however, the SEA has designed the school quality measure to further call attention to the performance of low achieving students and subgroups. As such, schools identified for comprehensive supports based on total index score will be influenced heavily by the performance and progress based measures. Similarly, sixty-five percent of Nevada's high school accountability system is based on student performance, graduation rate and English language proficiency. As such, schools identified for comprehensive supports based on total index score will be influenced heavily by the performance and progress based measures.

Targeted Support schools at all levels will be identified based on subgroup performance relative to the SEA's measures of interim progress for proficiency and graduation rate. As designed, this will be a reporting attribute of our school accountability system that will also enable the SEA to apply conjunctive triggers (i.e. a reduction in total points earned) to the total index score for any school with subgroups failing to meet the measures of interim progress or failing to reduce the number of non-proficient students by 10%.

- E. Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

The SEA is required to "annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public school..." (ESSA 1177-35(E)). Specifically, the ESSA requires 95 percent participation on the state mathematics and English language arts assessments. Given the requirement to measure participation for all students and each of the ten subgroups over two content areas, there will be 22 distinct participation measures determined for each school.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enables meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population: Participation Warning, Participation Penalty and Continuing Participation Penalty. Additionally, the participation rates for each of the ten subgroups for mathematics and English language proficiency will be publicly reported on the school rating report.



Schools failing to meet the subgroup participation rate of 95 percent and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year will be publically identified as failing this important metric. The NSPF school report will prominently display the “Participation Warning” with the school index score and Star Rating. If the school fails to meet the ESEA subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Status Indicator will be reduced by a significant number of points and the NSPF school report will prominently display the “Participation Penalty” designation with the school index score and Star Rating.

If a school fails to meet the subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for a third consecutive year, the school will be identified as and subjected to a “Continuing Participation Penalty.” Schools designated as such will earn zero points for the Student Proficiency indicator.

Furthermore, schools failing to meet the 95% participation rate will be required to review, approve, and monitor an improvement plan developed in partnership with stakeholders. For LEAs with a significant number of schools missing the 95% goal, NDE will work with those organizations to determine the process for improvement.

- F. Data Procedures.** Describe the State’s uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

Some schools in Nevada do not have a large enough student population to be reliably rated, but are otherwise traditional public schools. Where possible and when sufficient years of data are accumulated, three years of student achievement data are combined in order to use the Nevada School Performance Framework to rate this group of small schools. The method of combining data is pooled averaging, which results in a weighted average where the weight is proportional to the number of students in each of the three years of data. This method accounts for the year-to-year fluctuations in N-size for these small schools. If a school rating is derived from this averaging procedure, the process and definition of the procedure is clearly indicated on the rating report.

**95% Participation:** Schools who do not meet the 95% participation expectation are allowed to meet the participation expectation through a 2-and 3-year average. The same uniformed procedure is used to combine data across school years and grade spans. The current school year data is combined with the school year data immediately preceding for a 2-year average. For a 3-year average the current school year data is combined with the immediately preceding data from the previous two years. When combining data across school years, the total number of students in each subgroup is summed in order to determine if the subgroup meets N-size requirements.

- G. Including All Public Schools in a State’s Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State’s academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

There are P-2 schools in Nevada in which no grade level is assessed under the State’s mandated academic assessment system. These schools would not be rated under the accountability system. However, under Nevada’s Read by Grade 3 legislation, Kindergarten through grade 2 student populations will be assessed using a Nevada State Board Approved assessment. These results will be reported in the accountability system but points will not be assigned. These P-2 schools do not have a population that will support a sufficiently complete set of indicators needed to determine a comparable school rating.



- ii. Schools with variant grade configurations (e.g., P-12 schools);

Nevada has schools with variant grade configurations. The school accountability system is adjusted by scoring only the sections relevant for each school. For example, if there is a K-8 school, the NSPF categories for both elementary and middle school would be included.

- i. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Some schools in Nevada do not have a large enough student population to be reliably rated, but are otherwise traditional public schools. Where possible and when sufficient years of data are accumulated, three years of student achievement data are combined in order to use the Nevada School Performance Framework to rate this group of small schools. The method of combining data is pooled averaging, which results in a weighted average where the weight is proportional to the number of students in each of the three years of data. This method accounts for the year-to-year fluctuations in n-size for these small schools. If a school rating is derived from the uniformed averaging procedure, the process and definition of the procedure is clearly indicated on the rating report. Schools with an insufficient number of students needed to determine a measure within the system may receive an adjusted rating. An adjusted rating will be determined by dividing the total number of points earned by the total number of points possible. In Nevada's experience, this methodology results in proportionate redistribution of points among the remaining indicators and allows for statistically comparable ratings between schools.

- ii. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

The primary driver in determining whether or not the SEA can rate a school is N size. Schools with a sufficient number of students over a significant number of measures will be rated. The SEA cannot support a summative rating for any school without a sufficiently large population of students regardless of school type or special population membership. Additionally, the SEA acknowledges that some special Nevada schools may have a sufficient population of students but the system would not accurately reflect the achievement of the school. Schools that exclusively serve special education students are examples of this type of school. In these instances, the SEA will assign a rating of Not Rated to these schools.

- iii. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Schools with a sufficient number of student records within a significant number of system measures and who are not otherwise excluded from the rating (see section iv above) will be rated. Schools must be rated in order for them to be identified for comprehensive support and improvement by index score, or must have a valid graduation rate. Conversely, a school must at least have a sufficient number of student records over the requisite number of years needed to determine subgroup performance on the state ELA and mathematics assessments in order to be considered for targeted support and improvement.

Schools without a sufficient number of student records will not be rated.

All charter schools not otherwise excluded will receive accountability ratings.



## 4.2 Identification of Schools.

### A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Based on results of the system for meaningful differentiation, the NDE will use the summative determination of each school to identify Comprehensive Support and Improvement schools. Schools will be identified every year, starting with the identification for the 2017-2018 school year. Schools will be placed in rank order by index score, and elementary and middle schools in the lowest 5%, all 1-star schools and downward-trending 2-star schools will be identified for comprehensive support and improvement. All high schools in the state with a four-year adjusted cohort graduation rates below 67% will be identified for Comprehensive Support and Improvement. In addition, all schools that receive the lowest ranking in accordance with the SEA system of school accountability or the second-lowest ranking that has not demonstrated improvement will be identified as CSI. Any school previously identified for Targeted Support and Improvement because of low-performing subgroup(s) performance, and has not shown improvement after implementing a 3-year improvement plan, will be identified for Comprehensive Support and Improvement based on chronically low-performing subgroups. This process will identify new schools each year for inclusion in the three-year improvement process. CSI schools will remain as part of a cohort for three years, beginning in their year of identification.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

The exit criteria for Comprehensive Support and Improvements will be based on sustained improvements in total index score. Schools must achieve a rating of 3 stars on the NSPF to exit. High schools must have a graduation rate above 67% for two consecutive years and a three star rating in order to exit. School accountability reporting for all schools will include historical trend data.

Nevada acknowledges that increased student performance at our most challenged schools is an ongoing concern.

### B. Targeted Support and Improvement Schools. Describe:

- i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

On an annual basis the NDE identifies consistently underperforming subgroups of students as those schools failing to meet measures of the interim progress for ELA and mathematics performance as described in Section 1 of this plan, or those schools with subgroups who failed to reduce the number of non-proficient students by at least 10% over the previous year. Schools identified for additional targeted supports are those not already identified for comprehensive support and improvement. Consistently underperforming will be identified as those subgroups that demonstrate underperformance for two consecutive years. In order to be identified as consistently underperforming, the same subgroup must be identified as such within the same content area for two consecutive years. Additionally, high schools with consistently underperforming subgroups in 4-year graduation rate will be identified for additional targeted supports. Historical information affirms that this methodology is likely to identify schools that are not



making progress toward meeting goals and closing statewide gaps.

- ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Targeted Supports schools will be identified no later 2018-2019 school year and will be identified every year to participate in a 3-year cohort. The SEA will rank order the student proficiency rates for each designated Comprehensive Support and Improvement School in ELA and mathematics and will identify the lowest proficiency rates in each content area. These rates will establish the cut points at which additional targeted supports schools will be identified. As such, any school with subgroup performance at or below these cut points will be identified for additional targeted supports. Schools that do not improve after implementing an improvement plan over three years (the duration of the improvement plan) will be identified for Comprehensive Support and Improvement.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

In order to exit targeted support and improvement, the identified subgroup must meet the interim progress measure for which they received failing scores for two consecutive years or must reduce the number of non-proficient students in that subgroup by 10% in each of two consecutive years and meet the specific expectations of SEA monitoring. By meeting the measure of interim progress or reducing the number of non-proficient students, these schools will no longer meet the additional targeted support identification criteria. Historical information affirms that this methodology is likely to identify schools that are making progress toward meeting goals and closing statewide gaps.

#### 4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The SEA will create a prioritized list of LEAs that have the highest percentage of CSI and TSI schools. The LEA is required to choose the schools with the greatest needs. SEAs will then accept or deny these schools based on the LEA's strength of commitment to school improvement. The SEA may prioritize those LEAs for funding that demonstrate the strongest commitment to school improvement (e.g. schools that voluntarily join Performance Compacts, schools and district that join consortia).

The 1003(a) funds will be offered as a competitive grant for all CSI and TSI schools. Additionally, schools that choose a multi-year, NDE-approved school improvement strategy can expect to be prioritized for continued funding until the strategy is complete, subject to availability of federal funds. Each spring the schools will have an opportunity to propose their school improvement evidence-based strategies.

These funds will be prioritized within the three priority areas of the SEA: 1) strong school leadership team development; 2) analysis of data for decision-making, and 3) turning around the lowest-performing schools. Schools that agree to enter into a voluntary performance contract with the SEA that establishes year-over-year achievement targets for three years will be prioritized due to their demonstration of strong commitment to student achievement.

The 1003(a) plans will be reviewed and evaluated annually by cross-functional NDE teams to ensure funds are being effectively implemented to meet the needs of all learners. Monitoring will be on-going as needed.



Charter schools that have been identified as CSI and TSI will also be eligible to access 1003(a) resources in accordance with the prioritized categories above. The SEA is one layer removed from the oversight of the plan's implementation, due to its oversight role with the charter school sponsor. Therefore, the SEA provides direct accountability to charter school sponsors, and charter school sponsors provide direct oversight and accountability to the schools in their portfolio, in accordance with both Nevada law and individual charter contracts, including student performance targets. In the instance that a charter school does not improve, the sponsor may take action to close or restart the school. The SEA reserves the right to intervene if the charter school sponsor does not meet its obligation.

**B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

- 1) NDE will define evidence-based practice and determine a list of state-approved, evidence-based service providers.
- 2) NDE will coordinate professional development activities to disseminate information and build local capacity around evidence-based practices.
- 3) NDE will provide differentiated support to low-performing schools, depending on the level of performance and the diagnosis of services needed. The state approach to differentiated school improvement consists of four tiers:
  - Self Support and Replication (highest achieving schools)
  - Coordinated Support,
  - Priority Support, and
  - Accelerated Support (highest need schools)

The Self Support tier comprises schools that are sustainably 4- and 5-star schools. These schools are recognized and considered for replication for their demonstration of promising practices. They will be models and mentors to the low-performing schools.

The Coordinated Support tier is comprised of schools that have sustained 3- and 4-star ratings, yet are not defined as Self Support schools.

The Priority Support tier comprises schools that are non-sustained 3-star schools and may also include Targeted Support Schools. These schools have the option to voluntarily agree to a Performance Compact.

The Accelerated tier comprises schools that have may have been designated as State Turnaround Schools (aligned with SB 92), those schools that have entered Performance Compacts, those schools that are receiving a whole school local intervention such as Reinvent Schools, Empowerment or engagement with non-profit partners, and schools in the Nevada Achievement School District.

This multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE and districts for each tier, in addition to school community actions, in order to facilitate system level alignment and coherence on accountability and supports.

**C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

CSI schools are also subject to more rigorous state and local action. They can be considered for State Turnaround designation and be considered for inclusion in the statewide Nevada Achievement School District (NV ASD). The NV ASD may accept up to six schools per year for transformation and pair those schools with high quality school

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operators or transformation teams. The NV ASD will seek to match operators or transformation teams with school profiles that match their experience and host community meetings to learn about families' and communities' vision for the school. The NV ASD has its own superintendent to lead the intensive, collaborative effort of transforming schools to achieve successful outcomes for students. In addition, schools that agree to enter into a voluntary performance compact with the SEA that establishes year over year achievement targets for three years will be prioritized for state and federal school improvement funds due to demonstration of strong commitment to student achievement.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Equity is an overarching theme throughout all of the SEA and LEA work with underperforming schools. Beginning with the LEA needs assessment, equity of resources will be determined to ensure all students have the resources needed to reach their full potential. The SEA annually collects data around effective and ineffective, new and veteran teachers who are teaching at each of the Comprehensive and Targeted Support and Intervention Schools. The comprehensive consolidated planning tool that is being developed will track schools funding allocations of both federal and state monies. During the annual SEA consultation during the LEA planning sessions, any inequities will be discussed and strategies to remove these inequities will be implemented.



## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

The NDE certifies and licenses educators who are U. S. citizens or lawful permanent residents and meet all requirements for academic preparation, student teaching, and competency testing for the specific area of licensure for which they are applying. Prior to issuance of licensure, passing a criminal background check is required of all applicants. The public body responsible for adopting regulatory requirements for licensure is the Commission on Professional Standards, which is comprised of nine appointed members whose roles are outlined in statute. ([NRS 391.011](#))

Nevada issues the following **educator licenses**:

- Standard licenses for educators who are qualified and who do not have a Master's degree. It is valid for five years.
- Professional licenses are issued to educators who have master's or more advanced degrees, have three years' teaching experience, and have met all other requirements. Professional licenses are valid for 6-10 years, depending on education.
- Non-renewable/provisional licenses are issued to educators who have certain deficiencies in coursework, testing, or student teaching but are otherwise qualified. The deficiencies must be satisfied before the expiration of the license (within 1-3 years) prior to applying for a Professional or Standard license.
- Conditional licenses are issued to those who have met the initial licensure requirements of a state-approved alternative route to licensure (ARL) program, as well as preliminary qualifications. Those who are issued this license must meet all remaining ARL program requirements within 2-3 years prior to applying for a standard or professional license.
- Retiree licenses are available for ten years to educators who have retired with at least 15 years of service in Nevada public or private schools.

Nevada issues licenses in early childhood, elementary, middle, and high school, and several areas of special education. Additionally, those who meet prior employment and/or certification requirements in an area outside of education may apply for one of several Business and Industry licenses. To receive a school (or program) administrator endorsement, an applicant must hold a master's degree, with at least 24 credit hours in school administration, have a valid renewable teaching license, and have taught for at least 3 years.

As a result of the past few Legislative sessions, Nevada licensure requirements have been modified to ensure that educators have the necessary knowledge and skills to work with 21<sup>st</sup> century students and families. This includes, but is not limited to the following:

- Based on recommendations from the English Mastery Council created by the 2013 Legislature, the Commission recently transitioned from offering an additional endorsement in TESL to ELAD (English Language Acquisition and Development) to better prepare educators working with second language learners. Those who hold a standard license and have not yet added this additional endorsement are required to take one 3-credit ELAD course prior to each licensure renewal.
- Following the 2013 session legislative requirements, Nevada now requires that all licensees meet a family engagement coursework requirement. All state-approved traditional and alternative route programs are required to have this as part of their completion programs. Licensees who move to Nevada from another state have three



years to meet this requirement.

- Assembly Bill 234 passed during the 2015 Legislative session requires that all new license holders have three years to complete a course in multicultural education prior to application for renewal.

To ensure that the existing requirements for licensure are in alignment with 21<sup>st</sup> century college and career coursework that is offered in schools and districts, NDE intends to use Title II, Part A funds to update the existing [Correlation Directory](#) that outlines areas of licensure for statewide teaching assignments. Modernization of this 2011 resource, which was previously used to identify Highly-Qualified Teacher status designations, will ensure that “full state certification” in each area is reflective of the content and pedagogical requirements necessary to demonstrate competency.

Another area of focus related to licensure is the renewal requirements and processes that need to be updated and modernized to truly reflect meaningful professional growth and/or effectiveness. NDE will be utilizing Title II-A funds to engage in a rigorous stakeholder review of existing requirements and to develop recommendations for possible regulation adoption by the Commission.

**B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

For Nevada to achieve our goals of all students being proficient in reading by the end of 3rd grade, all students entering high school with the skills necessary to succeed, all students graduating college, career, and community ready, and all students learning in an environment that is physically, emotionally, and intellectually safe, it is essential that all students are served by effective educators. While NDE continues to support districts/charter schools with strategic implementation of LEA Title II-A funds, it is essential that NDE maximize the impact of SEA Title II-A funds in alignment with other programs to ensure the maximum return on investment.

Based on an internal needs assessment, an honest evaluation of existing resources, a 2015 root cause analysis, and feedback from the ESSA Teaching & Leading Work Group (See Appendix D), NDE will use the 4% of Title II, Part A funds allowable for statewide activities to improve the preparation, recruitment, evaluation, development, and retention of effective educators. Funds will be prioritized to focus on strategies in the following areas:

- Educator Preparation Program Approval/Accountability Systems;
- Licensure Requirements Modernization/Reform;
- Recruitment for Hard to Staff/Shortage Areas;
- Teacher Induction/Mentoring/Coaching;
- Teacher Leadership; and
- Implementation of the Statewide NEPF System.

As a result of these findings, NDE is committed to ensuring that Educator Provider Programs (EPPs) are adequately preparing pre-service candidates to meet the needs of Nevada’s 21<sup>st</sup> century classrooms and that programs are aligned with the NEPF and Nevada’s Academic Content Standards. Developing a system in which an EPP is approved, reviewed, and evaluated based in part on the performance of their program completers allows the EPP to reflect and improve programs.

Nevada has both traditional and alternative routes to licensure (ARL) [educator preparation programs](#). Pursuant to NRS 391.038, traditional programs are approved by the State Board of Education through the NAC 391.557 and 391.558 regulatory process, and pursuant to NRS 391.019, ARL programs are approved by the Commission on Professional Standards through the NAC 391.461 regulatory process. NDE is currently holding stakeholder workgroups to make statutory, regulatory, and/or policy recommendations for these approval processes. Additionally, Title II-A funds will be used in concert with a partnership grant from the National Governor’s Association to develop and implement a coherent and rigorous review, approval, evaluation, and accountability



system for in-state Educator Preparation Programs. This will ensure alignment with the statewide educator evaluation system Standards and Indicators and the NVACS, and will also reflect inclusion of the new licensure requirements indicated above to improve the skills of teachers and school leaders in identifying and providing high-quality instruction and supports to students and families with specific learning needs, particularly those with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

The first year of full statewide implementation of the [Nevada Educator Performance Framework \(NEPF\)](#) was 2015-16. The goals of the NEPF system are to foster student learning and growth, improve educators' instructional practice, inform human capital decisions based on a professional growth system, and engage stakeholders in the continuous improvement and monitoring of a professional growth system. Both principals and teachers are evaluated using this system, which is comprised of three domains: Instructional Practice for Teachers/Instructional Leadership Practice for School Administrators, Professional Responsibilities, and Student Performance. The Instructional Practice for Teachers domain includes standards for measuring teacher and student behavior during instruction in the classroom that is aligned with rigorous content area standards, and the Instructional Leadership Practice for Administrators domain measures an administrator's behavior as an instructional leader, while also monitoring teacher performance. The Professional Responsibilities domain includes Standards for what occurs outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom (Teachers) and Standards that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success (Administrators).

See Appendix G for Standards and current domain weights. Beginning with the 2017-2018 school year and continuing thereafter, the weights change to:

- 45% Instructional/Instructional Leadership Practice
- 15% Professional Responsibilities
- 40% Student Performance
  - 20% statewide performance measures
  - 20% district level performance measures

Based on scores received on various indicators within each standard, educators receive one of four ratings: highly effective, effective, minimally effective, or ineffective. In November 2016, the NDE was granted regulatory approval to request educator evaluation data from districts in aggregate by school, and is currently working with districts to collect and report the 2015-2016 ratings and set up processes for annual collection. Additionally, NDE has submitted proposed language for the 2017 Legislature to consider that would enhance the data collection, storage, and reporting processes. As a result, however, NDE has incomplete data for Appendix B, which displays Educator Equity Differences in Rates.

NDE collected educator effectiveness data for the first time following the initial 2015-2016 NEPF implementation year, which included no student performance measures, but only Instructional Practice and Professional Responsibilities as rated by the evaluator. As reported by districts, less than 2% of teachers and administrators received an Ineffective or Minimally Effective Rating. In contrast, more than 90% of administrators and 80% of teachers received an Effective rating, with over 13% and 5% of teachers and administrators receiving a Highly



Effective rating, respectively. Given the abnormal distribution of effectiveness ratings, NDE will be using a portion of the allowable 4% Statewide Title II-A funds to continue to make improvements in the statewide NEPF evaluation system to ensure reliability, validity, fairness, consistency, and objectivity.

NDE also intends to use a portion of the additional 3% set-aside allowable for professional development for principals/other school leaders for work related to NEPF implementation. Planning is underway to build capacity of school leaders through a statewide NEPF professional development implementation network that will improve inter-rater reliability and accurately reflect a meaningful distribution of effectiveness ratings.

## 5.2 Support for Educators.

*Instructions:* Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- Increase student achievement consistent with the challenging State academic standards;
  - Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- B.** Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).
- C. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

### A. – C.

NDE will engage in the State-level strategies below to increase the quality and quantity of teachers, principals, and other school leaders who (1) increase student achievement consistent with challenging State academic standards; (2) identify and provide high-quality instruction to students with specific learning needs (with disabilities, English learners, gifted and talented, and students with low literacy levels); and (3) ensure that these students are not taught at higher rates by inexperienced, not-fully-certified, or ineffective teachers at greater rates than their peers.

- Revise the Nevada Educator Equity Plan to identify and address equity gaps and monitor district-level equity plans,
- Develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state Educator Preparation Programs (traditional and alternative) that is aligned with NEPF and NVACS,
- Modernize the educator licensure application, management, and reporting system; and ensure that licensure requirements support reciprocity, reflect meaningful readiness measures, meet 21st century educator workforce needs, and promote professional growth in NEPF identified areas,
- Build capacity of school leaders through a statewide NEPF implementation monitoring system that improves inter-rater reliability and accurately reflects a meaningful distribution of effectiveness ratings, and
- Recognize and support effective educators and enhance statewide teacher leadership opportunities.

NEPF Standards (New Learning is Connected to Prior Learning and Experience, Learning Tasks Have High Cognitive Demand for Diverse Learners, Students Engage in Meaning-Making Through Discourse and Other Strategies, Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning, and Assessment is Integrated into Instruction) and corresponding



Indicators reflect and measure the extent to which educators are proficient (Levels 1-4) in each of these areas. Therefore, Nevada's Theory of Action for Educator Effectiveness and Equity is based on the premise that effective implementation of the statewide educator evaluation and professional growth system will allow for the identification of teacher and principal areas of need, and provide a vehicle through which common patterns of non-proficiency in specific areas may emerge statewide, by district, and/or by school. NDE intends to use Title II, Part A funds (basic 4% formula award and additional 3% set-aside) to support ongoing NEPF professional development, with a focus on school administrators, to ensure that the system is implemented with fidelity.

Additionally, research shows a direct and positive correlation between the retention of effective educators and systems which are designed with meaningful feedback structures, personalized support, and increasing levels of opportunities and growth throughout the career continuum. While working to improve the quality of Nevada's educators overall, it is essential that those who exhibit passionate levels of commitment to the profession, utilize highly effective instructional and family/community engagement strategies that address the needs of all learners, and demonstrate ongoing growth in student achievement outcomes be supported and encouraged to share best practices with colleagues. Therefore, Title II-A funds will be used to recognize and support effective educators and enhance statewide teacher leadership opportunities.

As reflected in sections throughout the Plan and in the 5.3 (E) Table below, NDE will continue "braid" allowable federal grant funds (particularly Title I, II, and III) with State-funded categorical programs to ensure that our students most typically at-risk of not having access to effective (as well as fully certified and experienced) educators have increased opportunities for success in each of these areas. Prioritization of formula, categorical, and competitive funds will focus on supporting school leaders, transformation/turnaround of lowest performing schools, and data-informed instructional decision making.

### 5.3 Educator Equity.

#### A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	An ineffective teacher is defined as one who receives either an "ineffective" or "minimally effective" rating on the Nevada Educator Performance Framework during the prior academic year.
Out-of-field teacher*+	An out of field teacher is defined as one who holds licensure in an area other than the grade level or subject area of a t current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.
Inexperienced teacher*+	An inexperienced teacher is defined as one who has less than three full years of contracted teaching experience.
Low-income student	Low-income is defined as student who is eligible for the free or reduced-price lunch program.
Minority student	A minority student is defined as one who is identified as a member of a minority race or ethnicity, e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.
Vacancy	Pending. Proposed language has been submitted to the 2017 Legislature, which would allow for the Commission on Professional Standards to adopt this statewide definition.
Provisional Licensee	One who is issued a license, but is missing one or more



Key Term	Statewide Definition (or Statewide Guidelines)
	requirements identified in NAC regulations and has one year to meet the requirement. (i.e. basic skills, subject area content knowledge, or pedagogy competency exams; up to 6 remaining credit hours; student teaching)
Conditional License	One who is issued either an Alternative Route to Licensure (ARL) or Special Qualifications License (SQL) and has up to three years to meet additional requirements to apply for non-conditional licensure.
ARC/Option Program Teacher	One who currently holds a license in Early Childhood, Elementary, Secondary, or Special Education, but whose current assignment is in a special education setting for which they do not hold the appropriate license/endorsement.

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- The rates and differences in rates calculated in 5.3.B;
  - The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
  - The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
  - The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

The web addresses for the SEA equity plans are on the [NDE site](#) and the [Nevada Report Card site](#).

- D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Based upon the NDE’s root cause analysis conducted in 2015 in collaboration with various stakeholder groups, it was determined that the following were the most likely reasons for Nevada’s equity gaps:

- Inadequate Teacher Preparation for 21<sup>st</sup> Century Classrooms,
- District Recruitment/Hiring/Retention Practices,
- Insufficient Quantity of Teachers Prepared via In-State Providers,
- Inadequate Resources for Mentoring/Coaching/Induction, and
- Skills Gaps Due to Unaligned Initiatives and Infrastructure.

Although gaps between districts and within districts exist (data not analyzed for within-school gaps), the extent to which each of these occurs may vary. Each district in which a data analysis of in-district gaps existed was required to submit a separate plan. These plans required stakeholder engagement to further identify specific root causes and district-specific strategies for equity gap reduction in areas identified.



- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
  - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Inadequate Teacher Preparation for 21 <sup>st</sup> Century Classrooms	<p>C. National Governor's Association Project; Preparation Project and Title II-A statewide activities for development of a rigorous EPP review, approval, evaluation, and accountability system</p> <p>D. <a href="#">Great Teaching and Leading Fund</a> to address the quantity and quality of new educators prepared by in-state EPPs</p>
District Recruitment/Hiring/Retention Practices	<ul style="list-style-type: none"> <li>• <a href="#">Teach NV Scholarships</a> (NV general funds via 2015 SB511)</li> <li>• <a href="#">New Teacher Incentives</a> (NV general funds via 2015 SB511)</li> <li>• Zoom School Initiatives (as described in sections above)</li> <li>• Victory Schools Initiatives (as described in sections above)</li> <li>• Implementation of NRS 391A.450 Enhanced Performance Pay and Compensation Plans</li> <li>• National Board Certification partnership and supports</li> <li>• Teacher Recognition and Leadership via CCSSO's Teacher of the Year Program, Milken Educator Awards, and other statewide leadership initiatives</li> </ul>
Insufficient Quantity of Teachers Prepared via In-State Providers	<ul style="list-style-type: none"> <li>• Teach NV Scholarships</li> <li>• New Teacher Incentives (NV general funds via 2015 SB511);</li> <li>• Great Teaching &amp; Leading Fund</li> </ul>
Inadequate Resources for Mentoring/Coaching/Induction	<ul style="list-style-type: none"> <li>• Great Teaching &amp; Leading Fund;</li> <li>• NEPF Professional Development</li> </ul>
Skills Gaps Due to Unaligned Initiatives and Infrastructure	<ul style="list-style-type: none"> <li>• NEPF Professional Development</li> </ul>

- F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
To Be Determined using updated 2017 baseline data collection	To Be Determined using updated 2017 baseline data collection	To Be Determined using updated 2017 baseline data collection



## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions:* When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

The Nevada Department of Education, in collaboration with Governor Brian Sandoval and the state legislature, has led a dramatic increase in the focus and investment in public education. An additional \$340M was allocated in the 2015 legislative session. Program expansions and new program launches are planned in the 2017 legislative session. These programs and strategies, led by the state and administered by LEAs, affect students from cradle to career and are focused on driving equitable outcomes for all students in alignment with the goal of preparing students for success in the 21<sup>st</sup> Century economy. The strategy may be best understood through descriptions of the relevant programs.

#### EARLY CHILDHOOD TO ELEMENTARY SCHOOL

##### B-3 Plan

As part of the Preschool Development Grant goal of building state infrastructure, NDE is working to cultivate practices and policies to develop a comprehensive birth to 3<sup>rd</sup> grade (B-3) system. This project uses data to support the implementation of developmentally appropriate, research-based, rigorous practices for all teachers and administrators across the B-3 continuum, and aims to connect policy with practice. In partnership with many of Nevada's experts and stakeholders, this team will facilitate deep and lasting cultural shifts in B-3 schools, communities, and programs that are essential to meaningful changes in practice.



Scale: FY17: Implementing pilot sites in three communities to build school-community partnerships which are a core value of the B-3 continuum and aims to bridge the two different systems 0-5 and K-3<sup>rd</sup> grade.

### **Early Childhood Leadership Series**

The Leadership Series provides professional development designed specifically for the leaders of early childhood centers and schools across Nevada. The purpose of the series is to build the capacity of leaders in developing their teachers' instructional practice and to dramatically increase learning outcomes for our youngest learners. The series is offered in six sessions over a period of six months. Part 1 of the series is focused on language and literacy with plans to develop additional content in math, science, and social-emotional development.

Scale: FY17: Two cohorts of 35 total participants have completed part 1 of the leadership academy. A third cohort of 27 participants is currently taking place with an expected completion date of June 2017.

### **Full-Day Kindergarten (FDK)**

Economically disadvantaged, historically underserved students, and English learners who attend full-day kindergarten have significantly higher long-term math and reading scores in 3<sup>rd</sup> and 5<sup>th</sup> grades compared to half-day kindergarten students

Scale: Statewide FDK access at all schools without tuition

### **Preschool Development Grant**

The purpose of the Preschool Development Grant (PDG) is to support states to build, develop, and expand voluntary high-quality preschool programs for children from low- and moderate-income families. In January 2015 Nevada was awarded the four year grant. The \$66.5 million budget includes \$43.7 million in Federal funds and \$22.7 million in State matching funds. Funds are being used to: 1) Expand existing State Pre-K seats from half day to full day seats, 2) Develop new full day seats in school districts as well as community child care programs 3) Build state infrastructure to implement high quality classrooms to ensure kindergarten readiness and support the goal of all children are proficient in reading by the end of 3<sup>rd</sup> grade

Scale: NDE is working with seven sub-grantees in five high-need communities to expand the number of children participating in high-quality Pre-K programs. Year 1 (2015/16) of the grant 782 four year olds were enrolled in 27 sites. Year 2 (2016/17) of the grant 1,665 four year olds are currently enrolled in 57 sites

### **QRIS**

Studies have shown that high-quality early education can result in children building a solid foundation for achieving desired academic, health, and social outcomes. Children who attend high-quality education programs are more likely to do well in school, find good jobs, and succeed in their careers than those who don't. To improve the quality of its early childhood education programs, Nevada has instituted the [Silver State Stars Quality Rating Improvement System \(QRIS\)](#). The QRIS is a method to assess, improve and communicate the level of quality in early childhood programs. Programs that participate are assessed by trained and experienced assessors. After a program has been assessed, they work with a coach to draft and implement a plan to help them improve their quality. Programs may work with their coach for up to 18 months prior to receiving their star rating. The Silver State Stars QRIS assigns a rating, from 1 to 5 stars to each program which can help families find high quality early education programs that fit their needs and the needs of their child. Nevada has sought to not only expand the availability of early childhood education but ensure its quality as well.

Scale: There are currently 206 programs participating in the QRIS with an additional 93 centers participating in coaching, but not rated and 61 centers on the waiting list.

## **ELEMENTARY SCHOOL TO MIDDLE SCHOOL**

### **Read by Grade 3 (RBG3)**

This program is designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3<sup>rd</sup> grade. This program requires all school districts and charter schools to develop locally-based literacy plans, aimed at improving the literacy of all K-3 students. Within thirty days of enrollment, all K-3 students are screened using state board-approved assessments. Parents of students identified as struggling readers will receive written notification of the deficiency. Teachers, in collaboration with the learning

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strategist, are responsible for designing a plan of intervention and progress monitoring tailored to the individual student. The classroom teacher, learning strategist, principal, and parents must approve this plan. It also requires every elementary site to have a Reading Learning Strategist to oversee professional learning.

Scale: 307 school sites currently being served through RBG3 grants and all elementary schools are required to follow the law.

## **MIDDLE SCHOOL TO HIGH SCHOOL**

### **Climate Survey**

NDE is collaborating with AIR to design & administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants.

Scale: The survey is web-based for all students in grades 5-12 statewide.

### **Nevada Ready 21**

Nevada Ready 21 engages select middle school students in a personalized, learner-centered education. The program's teachers provide students with a 21<sup>st</sup> Century education that builds a vibrant, diverse economy by infusing technology into students' daily experience. Nevada Ready 21 is a multi-year plan with middle schools as the initial focus and high schools in following years.

Scale: 23 middle schools awarded grants including over 19,000 student devices and 1,000 teacher devices

## **HIGH SCHOOL TO POST-SECONDARY**

### **Career & Technical Education**

Students who concentrate in CTE perform higher than state assessment averages, graduate at higher rates, drop out of school less, and transition to postsecondary education and training with a focus on the future. Nevada is expanding its career & technical education programs identified by workforce councils through both increased formula funding and competitive grants, open to districts and charter schools.

Scale: 9,000 students enrollment increase in CTE programs between 2013-2014 school year and 2015-2016 school year

### **College & Career Readiness**

NDE is supporting college & career readiness through a competitive grant process focused on science, technology, engineering, and math (STEM) for middle and high school students, an increase in AP enrollment and support for AP success, and an increase and expansion of dual enrollment for students enrolled simultaneously in high school and college courses.

Scale: FY 2015 17,243 students enrolled in AP courses FY 2016 18,094 students enrolled in AP courses (4% increase)

### **Jobs for America's Graduates**

The Jobs for Nevada's Graduates is a program that raises graduation rates, prepares participants with work readiness skills, and helps them enroll in post-secondary education or the military.

Scale: Currently serves over 2,500 students across the state in 53 programs in 43 high schools.

## **SYSTEM-WIDE APPROACH**

### **Great Teaching & Leading Fund**

Through a competitive grant process, GTL funds are awarded to districts, charter schools, institutions of higher education, non-profit organizations, and RPDPs to prepare/recruit teachers, focus on leadership, and provide professional development for science standards implementation.

Scale: FY 2016 \$4.2 million to 13 entities to support leaders, teachers, and pre-service teacher candidates

### **New Teacher Incentives**

Funded at \$10 million annually, districts may provide salary incentives up to \$5,000 per teacher to recruit and/or



retain first and second year teachers at Title I and 1- and 2-star schools.  
Scale: FY16 1,753 teachers received funding, FY17 3,003 expected.

### **Safe & Respectful Learning Environment Initiative**

The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, social emotional learning, and coping skills for students and families—acknowledging that not all students come to school ready to learn.

Scale: 10 counties have published their district-wide bullying prevention policies and programs. 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools. 40 positions through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants.

### **Social Workers**

NDE is supporting school districts and charter schools with funds to contract with social workers or other mental health workers to support social emotional learning, a caring school climate, and intervention and treatment services to students and families who are struggling with food and shelter insecurity, behavioral health concerns, or overcoming trauma.

Scale: 194.5 social worker and other mental health professional positions filled serving 149 school sites statewide.

### **Teach Nevada Scholarships**

Up to \$2.5 million per year is distributed to state-approved traditional and alternative route teacher preparation providers to award scholarships to preservice candidates wanting to enter the profession. Candidates may receive 75% of up to \$24,000 for tuition assistance, with the remaining 25% given upon completion of 5 successful years of teaching, three of which must be at identified high-need Nevada public schools.

Scale: FY 2016 - 142 candidates awarded funding; 110 completed program and hired for the current school year. FY 2017 - 112 awarded and are pending completion/ hire; 2<sup>nd</sup> round of applications in Feb. 2017

### **T.E.A.C.H. Early Childhood® Nevada Scholarships**

T.E.A.C.H. Early Childhood® is a nationally licensed scholarship and compensation program operating in 23 states and the District of Columbia. The mission of T.E.A.C.H. Early Childhood® Nevada is to provide professional development opportunities to early care providers and teachers through scholarships designed to increase education, compensation, retention, and professional recognition. T.E.A.C.H. is designed to provide a variety of scholarship and compensation models to meet the needs of program participants. The purpose of the program is to build the workforce of highly qualified early childhood teachers, to provide advanced educational opportunities, encourage attainment of educational goals, increase individual compensation, and reduce turnover.

Scale: FY17: 60 recipients working towards an Associate's degree 25 teachers on the waiting list 25 recipients working towards a Bachelor's degree 16 teachers on the waiting list.

### **Victory Schools**

SB 432 invested \$50M over the biennium to Victory Schools identified as the lowest performing schools (receiving a one or two-star rating) in the highest poverty zip codes in Nevada. The focus is to provide programs and services supporting the improvement of student achievement through the implementation of specific strategies as outlined in the bill. The allowable uses of Victory funds include: pre-Kindergarten programs free of charge, full-day kindergarten classes, summer academy or other instruction for pupils free of charge at times during the year when school is not in session, additional instruction or other learning opportunities free of charge at times of day when school is not in session, professional development for teachers and other educational personnel, employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services, provision of Reading Skills Centers, provide evidence-based social, psychological or health care services to pupils and their families, including, without limitation, wrap-around services, provide programs and services designed to engage parents and families, provide programs to improve school climate and culture, and provide evidence-based programs and services specifically designed to meet the needs of pupils who attend the school.

Scale: 35 Victory schools across the highest poverty areas of Nevada



### Special Education Weighted Funding

Pupils with disabilities are now funded in accordance with a funding multiplier calculated by the Department. The Department calculates the multiplier by dividing the total enrollment of students with disabilities by the money appropriated for such pupils and that enrollment must not exceed 13% of total student enrollment for a school district or charter school.

Scale: 2016-2017 54,114 special education students enrolled in public schools Average per pupil is \$3,034 (ranging from \$2,968 - \$9,090), which can be expressed as multiplier of 0.53 of the basic state guarantee

### Well-Rounded Education

Nevada values equitable access to a well-rounded education including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs, [culturally-relevant experiences](#), athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are providing students with a well-rounded education. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident.

### Zoom Schools

Senate Bill 405 and 515 invested \$100M over the biennium to expand Zoom Schools. The Zoom Schools Program supports schools with the highest percentage of ELs and lowest academic performance. Services such as providing pre-Kindergarten programs free of charge, full-day kindergarten, summer academies, professional development, recruitment and retention incentives, extended school day and reading skills centers are all a part of the Zoom Schools Program.

Scale: 2014-2015 16 Clark County School District Zoom schools 8 Washoe County School District Zoom schools. 2015-2016 38 CCSD Zoom schools & 23 Zoom schools in WCSD. In districts other than CCSD and WCSD that receive Zoom grants, 6,089 English Learner students are being served.

- B.** The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Nevada will strive to provide equitable access to a well-rounded education to all students including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs [to include culturally-relevant experiences](#), athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are meeting this recommendation. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident. Strategically using permissible federal and state funding mechanisms, the NDE will prioritize and incentivize expanding access to advanced coursework (i.e., Advanced Placement, International Baccalaureate, and dual credit) and Career and Technical Education (CTE) courses across the state. In particular, the strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups. Currently, seven districts offer AP courses to less than 20 students district-wide, and four districts have no approved AP courses this year. These strategies will help to widely spread and deeply embed into the state's educational systems the strong instructional practices and high levels of critical thinking associated with advanced courses and innovative CTE courses. Furthermore, it will ensure that all students in Nevada, regardless of where they live, have access to rigorous advanced coursework that prepares them for success in college and career.



Moreover, the Department of Education, in collaboration with the Governor and the state legislature, has dramatically increased the focus on and investment in public education. Recently created programs and strategies, led by the state and administered by LEAs, allow for meaningful and impactful learning opportunities for underrepresented student populations, in addition to providing students with a more well-rounded education. For example, students may have access to rigorous academic courses through the College and Career Readiness grant. English Language Learners may have access to small-group instruction in literacy through the Zoom grant. LEAs and schools may cultivate safe and respectful school climates, provide multiple tiers of support, and offer social emotional learning opportunities and coping skills to students and families through the Safe and Respectful Schools Initiative.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

- i. Incidents of bullying and harassment;
- ii. The overuse of discipline practices that remove students from the classroom; and
- iii. The use of aversive behavioral interventions that compromise student health and safety?

☒ Yes. If yes, provide a description below.

☐ No.

1. Train and support Social Workers and Behavioral Health Workers to embed screening procedures into early school discipline policies and procedures to: 1) early identify students with behavioral health concerns and connect them to school and community supports, and 2) divert students from the discipline process into a support process.

2. Expand school ability to implement evidenced based comprehensive multi-tiered systems of support that will allow children and youth to successfully deal with challenges they may face in order to improve and support learning.

3. Train and support schools, Social Workers, and Behavioral Health Workers for Social Emotional Learning, Trauma informed policies and practices and Creating Positive School Climates.

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.

☐ No.

In addition to other funding mechanisms, the SEA intends to use these funds to support strategies for the purposes of expanding access to rigorous academic courses and curricula for rural and underserved students, with a focus on Advanced Placement courses, International Baccalaureate, dual enrollment, and Career and Technical Education. This strategy requires the SEA to support LEAs so they may effectively use technology to improve access and student achievement, as well as cultivating strong digital literacy skills among students and educators.

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐ No.



The Department of Education will support districts to engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education, including enrolling and succeeding in advanced coursework and Career and Technical Education courses. This may include collaborative meetings between the SEA, LEAs, parent organizations, and community leaders to identify areas of opportunities to move this work forward, or training to build and sustain strong networks of different stakeholder groups focused on holistic development of students and preparing them to succeed in college and career within a competitive global economy.

## 6.2 Program-Specific Requirements.

### A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Criteria:

Under section 1114(a)(1)(B) of the ESEA as amended by ESSA, Nevada's Title I poverty threshold flexibility waiver allows for underperforming schools with less than 40% of students in poverty to qualify as Title I schoolwide programs if all required components are in place.

Schools / LEAs considering applying for this waiver must factor into its planning the work that may have already begun with school improvement planning.

Criteria for waiver application:

- Schools serving less than 40% of enrolled students in poverty; AND
- Schools Identified as underperforming by the Nevada Department of Education; AND
- Schools agree to implement evidence-based interventions aligned with school, district, and state achievement targets

Process:

- Submit waiver request directly to NDE

- Provide agreement assurance to submit and implement the school wide requirements below:

1 - A comprehensive needs assessment that is based on academic achievement information about all students in the school.

A - The needs assessment helps the school faculty and families understand the subjects and skills for which teaching and learning need to be improved and identifies specific academic needs of students and groups of students who are not yet achieving the State's academic standards;

B - The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan and must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results and assess the needs of the school and students it serves;

2 - A comprehensive school performance plan that describes how the school will improve academic achievement throughout the school but particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards, and;

3 - An annual evaluation on the implementation of and the results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement, determine whether the program has been effective and revise the plan as necessary; and

4 - The plan must also include a detailed budget summary that coordinates and integrates all available federal, state, and local funds.

### B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the



number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The SEA trains recruiters of the district migrant programs to use the national Certificate of Eligibility (COE) template when recruiting migratory children. The training topics include identification and recruitment of eligibility migratory children (including preschool migratory children and migratory youth who have dropped out of school). The recruiters will receive the notification of potential migratory children based on the school enrollment form regarding the parents' occupation. Then, the recruiters will conduct a home visit to interview the family to verify the eligibility of the migratory children. The recruiter will complete, verify, and submit the COE to the district migrant coordinator. The district migrant coordinator approves and submits the COE to the state migrant data system. Finally, the state migrant coordinator and/or state migrant data coordinator will verify and approve each COE within the state migrant data system called "MAPS."

To verify and document the number of eligible migratory children aged 3 through 21, Nevada's Migrant database is used to verify that only those children who are ages 3-21. For example, for the performance period for SY2015-16, this includes those who were born after September 1, 1995 and before September 1, 2013. The same system verifies that children who have turned three years of age have resided in Nevada for at least one day to be included in the system.

The eligibility of migratory children also includes:

- Only children who were within 36 months of a qualified arrival date (QAD). This means that the State Migrant Program personnel (including recruiters, district program directors/coordinators, state data coordinator, and the state director) ensure that the eligibility of each child is valid and has an active status until September 1, 2015 (for SY2015-16).
- Only children who were resident in the State for at least 1 day during the performance period (September 1 through August 31) were eligible. The recruiters conduct a home visit to interview the family to verify that children who have recently turned three years of age have resided in Nevada at least one day during the performance period between September 1 and August 31. This information is then entered into the Nevada Migrant database. The State Migrant Data Coordinator generates a report from this database for the two year olds to recheck when they turn three and whether or not they have resided at least one day in Nevada. She then informs the district Migrant Program to include these children as eligible migrant students in the system.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

To assess the unique educational needs of migratory children, the State Educational Research & Training Corporation (ERTC) as external contractor conducted a meeting to facilitate the design and implementation of the comprehensive needs assessment (CNA) process. The assessing tools are the survey questions related to the needs of migratory children and responded by teachers, parents, and current migrant students. Then, ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The CNA committee last met on September 11, 2015, in Carson City to review and revise the concern statements for the comprehensive needs assessment.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs. From the comprehensive needs assessment process, the CNA committee identifies major concerns of the

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unique educational needs of migratory children, including preschoolers and dropped-out students. The concerns include the needs being proficient in reading, writing, Math, and English. These concerns are identified in the State Migrant Service Delivery Plan for program implementation.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

To promote interstate and intrastate coordination of services for migratory children including migrants' student record transformation or moving notification, the State uses a small portion of the migrant funds to hire the State Migrant Data Coordinator to assist the State Migrant Coordinator. We are able to respond to the request with 5-7 business days. Nevada is also the member of the Interstate Migrant Education Consortium (IMEC) and West Region Work group.

- v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The unique needs of migratory in Nevada identified by the CNA Committee are as follows:

- a. Migrant students have a wide variety of needs in terms of English language proficiency;
- b. The academic needs of migrant students are not being effectively identified in reading and writing; and
- c. The academic needs of migrant students are not being effectively identified in mathematics.

However, with the small number of migrant preschoolers, all of them are in the Pre-K programs provided by other state Pre-K programs.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment:

**Measurable Outcome #1 English Language Acquisition:** One hundred percent of all migrant students identified as limited English proficient will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET). All IAPs will be implemented and evaluated at least annually.

**Measurable Outcome #2 ELL Writing Achievement:** Eighty-four percent of ELL students will demonstrate an a .50 rubric point increase from baseline in proficiency in specific writing skills as identified in Nevada State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

**Measurable Outcome #3 Reading Comprehension:** Eighty-four percent of priority for service students targeted for reading instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

**Measurable Outcome #4 Writing:** Eighty-four percent of priority for service students targeted for writing instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific writing skills based on teacher ratings and/or other assessments of student performance in relation to state content

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standards in writing.

**Measurable Outcome #5 Language Arts Achievement:** One hundred percent of all migrant students identified as priority for service will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET) which targets reading and writing needs. All IAPs will be implemented and evaluated at least annually.

**Measurable Outcome #6 Problem Solving in Math:** Eighty-four percent of priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline in proficiency in problem solving based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

**Measurable Outcome #7 Communicate Mathematically:** Eighty-four percent priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline proficiency in communicating mathematically based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Nevada Migrant Parent Advisory Committee (NV-PAC) was created formally in 2014. The committees originally were migrant parents from five districts: Churchill, Esmeralda, Humboldt, Lyon, and Nye. For the 2016-17 school year, the committee members are from four districts since Esmeralda does not have any migrant students. The statewide PAC meets annually to discuss needs and concerns. In addition, the two districts (Humboldt and Nye) where there are high incidences of migrant students conduct migrant parents' meetings and home visits to meet with families in order to address concerns and their needs. The frequency depending on the population of the districts.

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

A. Nevada adopted the definition of "priority for services" (PFS) defined by the Office of Migrant Education, U.S Department of Education. This term is described in Section 1304(d) of the statute as "migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." The State includes this definition in the state Migrant Directors' Meeting/Training agenda to ensure the district migrant program coordinators and recruiters to understand the definition.

B. The migratory students who are eligible as a PFS are indicated on their COEs and then recorded in the state migrant database system. The districts are required to create an educational plan for these PFS students. The plan needs to address their assessment results, areas of concerns both academic and non-academic issues, and goals/plan to assist them in those areas of concerns.

C. When a migratory child qualified as a PFS, he or she will receive priority migrant services based on their unique needs for the first year of their eligibility. The timeline can be discussed individually with the district/school team regarding the continuation of priority services supported

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by other supplemental funding sources. The PFS students should have their individual education plan so the districts are aware of the timeline and determination.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The focus related to transition for neglected, delinquent, or at-risk youth encompasses four areas: independent living, employment, education, and community participation. All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law.

In addition, Subpart 2 programs (local agencies programs) will be also be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent.

- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

**Objective 1:** Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math.

*Outcome:* Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

**Objective 2:** Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation.

*Outcome:* Each Title I, Part D program will post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

**Objective 3:** Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility.

*Outcome:* Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

**Objective 4:** Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs.

*Outcome:* Title I, Part D programs will annually report on the the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;



2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

Nevada's standardized entrance and exit procedures will include the use of the WIDA assessments. The WIDA Screener will be used for identification (levels below English proficient). The WIDA ACCESS or Alternate ACCESS will be administered annually for all English learners to determine English proficiency. The performance levels for both the Composite (minimum score of 5.0) and Literacy sub-score (minimum score of 5.0) is the exit criteria. The state will establish protocols to consider individual circumstances in eligibility determinations for which an exception may be warranted. The exit criteria will be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability.

- ii. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

NDE will award funding for Title IV, Part A, through a competitive grant application and review process to eligible entities in accordance to Section 4103. The priorities used to award sub-grants are based on those outlined in in Sec. 4105(a)(2), which states that "No allocation to a local education agency may be made in an amount that is less than \$10,000."

Furthermore, Title IV, part A, will prioritize its awards according to those applications that align with Nevada's State Goals.

#### **E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The NDE will administer and supervise funds and programs under Title IV, part B. NDE will use these funds to award subgrants, through a competitive grant process, to eligible entities that propose to serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under 1111(d) and schools that are in need of intervention and additional support. Title IV, part B, will provide subgrants to eligible entities to establish centers that provide academic enrichment activities for students during non-school hours in an effort to increase academic performance and educational outcomes. In addition, the 21st Century Community Learning Centers program activities connect with Nevada's Academic Content Standards in order to complement the regular academic program and help students succeed in Math and ELA, as well as, in alignment to the Nevada State Goals and 21<sup>st</sup> CCLC Performance Indicators. Based on lessons learned, and in alignment with state-level strategies, the SEA will provide support and technical assistance to districts and schools in order to facilitate strategic blending and braiding of these funds to leverage their resources with other Federal and State funds and programs (e.g., ZOOM, Victory, and Read by Grade 3, to name a few).

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

NDE will award funding for Title IV, Part B, through a competitive grant application and review process to eligible entities in accordance to Section 4204. The priorities used to award sub-grants are based on those outlined in in Sec. 4203(a)(3), which states that "State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section



1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.”

Furthermore, Title IV, part B, will prioritize its awards according to those applications that align with Nevada’s State Goals. In addition, NDE will prioritize funds to those with the greatest needs based on factors such as school performance plans (Sec. 1111(d)), students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Currently Nevada has one county that is eligible for these funds. Nevada uses a narrative application, with needs assessment information on specific measurable goals. The desired outcomes are: increased student academic achievement and decreased student dropout rates. The county uses benchmark tests, writing assessments, classroom observations and parent/community surveys to determine growth towards goals. Nevada does not have a school district that meets 3 year qualification for continued participation.

**G. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Nevada Revised Statutes mandate that each school district appoint a liaison for the homeless to coordinate with local social service agencies, homeless service providers, and other programs to assist homeless children and their families, and ensure that each school within the school district has identified an on-site advocate for the homeless to assist any homeless children and their families and to serve as a contact for the liaison.

Nevada’s school district liaisons visit locations where homeless children are most likely to be living (shelters, motels, campgrounds) in order to identify homeless children and youth. Additionally, they build relationships with people who administer these locations to alert the district liaison when students experiencing homelessness move into the location.

In these locations, as well as in schools, posters/flyers have been posted that inform families experiencing homelessness of their rights. Additionally, contact information is listed for professionals available to assist families experiencing homelessness (state coordinator and district liaison).

Nevada schools provide brochures produced by the National Center for Homeless Education that describe the rights of children and youth experiencing homelessness and provide contact information for professionals available to assist families experiencing homelessness.

Nevada’s State Coordinator of Education for Homeless Children and Youth (EHCY) provides training to school district liaisons focused on recognizing students experiencing homelessness, how liaisons can meet the needs of these students and their families, and requirements of the McKinney-Vento Act, school registration practices that can be useful in identifying families experiencing homelessness, and common student behavior that might indicate homelessness. Additionally, district liaisons are encouraged to attend the NAEHCY national conference for professional development opportunities.

School district liaisons and site advocates assist families in acquiring immunization records, birth certificates, or other school records as needed and refer them to appropriate resources in the community. The LEAs processes for identifying homeless children and youth will be reviewed during regular



monitoring of the LEAs.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

Each year, the Nevada Department of Education hosts Title I Director meetings in which all eighteen of the Title I LEA Directors or their designees attend. The Nevada State Coordinator of Education for Homeless Children and Youth presents new materials, reviews old materials, and distributes information from NCHE and NAEHCY. The Title I Coordinators then distribute these materials to the district liaisons and advocates. This information is regularly used for district level trainings.

The State Coordinator of EHCY sponsors an annual conference with school district liaisons. During this conference, national experts on homeless education, LEA practitioners, and others present information designed to provide professional development, guidance on the McKinney-Vento Act, and best practices for identifying students experiencing homelessness.

Funds from the state-level activity account are provided to new and existing homeless liaisons to attend the NAEHCY National conference and state trainings.

District Liaisons are required to provide training to school personnel about the requirements of the McKinney-Vento Act and best practices in identifying and meeting the needs of students experiencing homelessness, as well as maintaining records of attendance.

The State Coordinator of EHCY provides trainings and technical assistance meetings to districts and schools. These trainings can be requested by the LEA or initiated by the state coordinator when a need is evident in monitoring. Additionally, the state coordinator collaborates with community organizations working with homelessness to bring visibility to the issues facing families experiencing homelessness and strengthen available services.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The school must immediately admit the child or youth to the school selected by the parent/guardian or youth pending resolution of the dispute. The District Liaison must ensure that the student is immediately enrolled, and that the decision made promptly and based on the best interest of the child or youth. The school must provide the parent/guardian or youth a written explanation of the decision, including a statement of the parent/guardian or youth's rights.

Where disagreements or disputes continue, the site administrator, the family or its representative should contact the Title I Director of the LEA to settle the matter. If the disagreement or dispute is not settled to the satisfaction of all concerned, the family or its representative should contact the State Coordinator of EHCY to appeal the decision. This appeal must include an explanation of the dispute and a record of the steps taken thus far. The State Coordinator of EHCY will contact the LEA for its explanation of the dispute and record of the steps taken thus far. A meeting with both the LEA representative and the family or its representative will be scheduled to offer help in facilitating a resolution. The State Coordinator of EHCY will make a ruling on the dispute based on the best interests of the child or youth.

Records will be kept at the Nevada Department of Education regarding all paperwork and the resolution of the dispute.



- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Training is provided to school staff members and community organizations working with families experiencing homelessness on identifying children and youth who are not enrolled in school. Once identified, these students are immediately enrolled in school, provided with free lunch and school supplies, and the family or youth is assisted in acquiring needed documents for school enrollment.

The State Coordinator of EHCY will work with school districts in Nevada, and possibly lawmakers to assist in establishing policies and procedures to provide appropriate credit for partial coursework satisfactorily completed while attending a school, in accordance with state, local, and school policies.

School registrars are trained to identify potentially homeless youths when they register or change addresses by noting certain zip codes that indicate areas of high density motels that house homeless families/students. Homeless children school advocates have established relationships with people who will notify them of homeless youth.

- v. Describe the SEA's procedures to ensure that homeless children and youths:
1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Nevada's Administrative Code 392.205 states the following:

"Within 7 working days after receiving the name and location of a child who is homeless and who meets the age requirements of NRS 392.040, a school district shall provide the homeless child with education and services that are provided to the other pupils within the school district."

In listing their priority of needs for possible preschool students, applicants for state early childhood funding will be required to include homeless students as one of their priorities. In listing their locations for recruitment of preschool students, applicants will be required to coordinate with homeless liaisons for those districts and to include homeless shelters, motels where homeless children may be found, and any other places suggested by the homeless liaisons. The State Coordinator of EHCY will collaborate with the Nevada Director of Early Childhood to create training materials for day care providers and preschool settings and review enrollment data to ensure children experiencing homelessness are being enrolled.

Special after-school tutoring is offered, through the use of Title I and McKinney-Vento funds, for those elementary students who are homeless. These tutoring services are offered at schools with a large population of homeless students, with transportation from other schools being offered by bus for the young students. These tutoring services are not labeled as "homeless classes," and, where capacity is available, other students do participate. School districts are required to waive fees for academic or extracurricular programs for students experiencing homelessness. In situations where fees cannot be waived, the school district will explore using donation accounts, McKinney-Vento or Title I set aside funds.

All of Nevada's students who meet the relevant eligibility criteria for federal, state, or local food



programs are served under the Child and Adult Care Food Program, the National School Lunch Program, and the National School Breakfast Program. In addition, those elementary schools offering after-school tutoring programs usually offer after-school snacks for those participating in the tutoring programs. It is the responsibility of the district liaison and school advocate to ensure that the name of the child or youth and their status as homeless is communicated to the nutrition director so that free meals are provided immediately.

The Nevada Department of Education Child and Adult Care Food Program Coordinator ensures that shelters with children residing there are receiving reimbursement for nutritious meals served by the shelter. Finally, those homeless students who are not currently attending school because they are on a track break or summer break may receive meals free of charge through the Summer Food Service Program.

Organizations involved in this program distribute information through the press and neighborhood flyers to notify the community of these free meals. The State Coordinator of EHCY meets with the individuals providing these services to determine if all needs are being met. Each District Homeless Liaison will be sent the brochure written by the Food Research and Action Center in Washington, D.C., entitled "Wondering How to Feed the Children in Your Homeless or Domestic Violence Shelter?" and will be asked to disseminate this brochure to each shelter in his or her district. By virtue of their enrollment in a public school, students in schools which have before- and after-schools programs are eligible for those programs. If the funds to establish and run those programs are from Title I, districts are mandated to give priority to homeless students.

- vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The State Coordinator of EHCY and district liaisons provide trainings on best practices for school staff members and service providers. These practices are designed to meet the unique needs of students and youth experiencing homelessness and ensuring that these students attend school regularly.

The district liaison, site advocate, and classroom teacher will coordinate efforts to identify needs of the student or youth and plan enrichment or remediation strategies as needed.

- vii. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Homeless children and youth are provided access to educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. Nevada works with the National Association for the Education of Homeless Children and Youth to provide access to the NAEHCY Higher Education Helpline. This service offers assistance to:

1. Unaccompanied Homeless Youth who want to attend college but aren't sure what options are available to them to assist in paying for it.
2. Financial Aid Administrators seeking to assist students experiencing homeless with accessing financial aid.
3. Higher Education Professionals seeking to link homeless students with the supports they need to succeed in college.
4. High School Counselors seeking to assist homeless students with applying to and finding resources to pay for college.

5. State Coordinators for Homeless Education and Local Homeless Education Liaisons seeking to understand what educational rights students experiencing homelessness have in regards to college access and what support options may be available to them.
6. Parents of students experiencing homelessness who wish to understand what supports may be available to their students to help them attend college.



## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).  
Available in March 2017.

## APPENDICES

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A	65	Measurements of Interim Progress
B	67	Educator Equity Differences in Rates Tables
C	68	Educator Equity Extension Plan and Differences in Rates Tables
D	70	ESSA Work Group Recommendations
E	78	Nevada's Approach to Differentiated School Support & Improvement
F	80	Overview of ESSA Programs and Budgets
G	82	Nevada Educator Performance Framework for Teachers
H	83	Staffing / Vacancy Data Comparisons (2015-16 to 2016-17)



## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

#### Smarter Balanced

Nevada Goal Description	Current Percent Proficient	Annual ELA Targets	Annual Math Targets	Interim Proficient Goal: 2020	Long-Term Proficient Goal: 2022
The fastest improving state on Smarter Balanced	2015-16 ELA 48%  Math 34%	2016-17 51% 2017-18 54% 2018-19 57%	2016-17 36% 2017-18 37% 2018-19 38%	ELA 59%  Math 39%	ELA 61%  Math 41%

#### ACT

Nevada Goal Description	Baseline Composite Score	Annual Targets	Interim Score Goal: 2020	Long-Term Score Goal: 2022
The fastest improving state on the ACT composite score.	2015-16 17.7	2016-17 17.9 2017-18 18.1 2018-19 18.3	18.5	20

### B. Graduation Rates

#### Four-year adjusted cohort graduation rate

Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long-Term Graduation Rate Goal: 2022
The fastest improving state on graduation rate	70.77%	2016-17 73% 2017-18 75% 2018-19 77%	80%	84%

#### 5-year adjusted cohort graduation rate

Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long-Term Graduation Rate Goal: 2022
The fastest improving state on graduation rate	72%%	2016-17 74% 2017-18	82%	86%



Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long-Term Graduation Rate Goal: 2022
		76% 2018-19 78%		

### C. English Language Proficiency

Nevada Goal Description	ELP Baseline Score	Annual Targets	Interim Score Goal: 2020	Long-Term Score Goal: 2022
The fastest improving state on the English language proficiency assessment	24.9%	2016-17 25% 2017-18 38% 2018-19 51%	64%	90%

## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".*

Nevada Department of Education does not currently have a system in place to calculate educator equity rates using student-level data.

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	N/A		N/A		N/A	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	N/A		N/A		N/A	

## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

NDE does not currently have a system in place to calculate educator equity rates using student-level data. The most recent analysis and reporting of Nevada educator equity data is outlined in the Nevada Plan for Equitable Access to Excellent Educators that was submitted to US ED in June 2015 and approved on September 10, 2015. This information is reflected in the table below and reflects 2013-14 educator data. Regarding this data, it is important to note the following:

- E. Two of the three measures (out-of-field and inexperienced) were included.
- F. "Inexperienced was defined as teachers who are in their first year of practice (Due to limitations with data collection / reporting processes, this data reflects those who are in their first year of practice in the state of Nevada only). Future plans will reflect overall total years of experience.
- G. "Out of field" was defined as one who has licensure in an areas other than the subject of a teacher's current assignment.
- H. The ineffective measure is not included, as the NEPF was not yet implemented statewide. (Educator evaluation data was collected by NDE for the first time in 2017, using 2015-16 school year ratings.)
- I. Rates for "Non-Highly Qualified" teachers (pursuant to the NCLB definition) are included, since these data were collected and used to develop the 2015 Plan. "Full-state certification" will be used in future plans.

[The Plan](#) in its entirety is available on the NDE website.

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	N/A	N/A	0.23%	-0.65%	14.18%	8.89%
<b>Non-low-income students</b>	N/A		0.88%		5.29%	
<b>Minority students</b>	N/A	N/A	0.26%	-0.86%	14.83%	8.27%
<b>Non-minority students</b>	N/A		1.12%		6.56%	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by Non-Highly Qualified Teacher	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	7.86%	3.30%	N/A	N/A	N/A	N/A
Non-low-income students	4.56%		N/A		N/A	
Minority students	7.57%	3.98%	N/A	N/A	N/A	N/A
Non-minority students	3.59%		N/A		N/A	



## APPENDIX D: ESSA WORK GROUP RECOMMENDATIONS

### Accountability Work Group

#	Recommendation	ESSA Advisory Group Decision
1	Accountability measures of workforce/college and career (CCR) readiness should only apply to high schools.	Approved
2	Use the ACT and ACT Work Keys Assessment as a measure of CCR.	Approved
3	Indicate the percentage of students taking the ACT and/or ACT Work Keys and the average score earned on the ACT and ACT Work Keys in the NSPF school rating.	Approved
4	Clarify/communicate the NSPF measures and meaning.	Approved
5	Revise the NSPF to include trends in accountability measures including reporting on subgroup measurements (EL, FRPC, etc.).	Approved
6	Ensure the rating system addresses the progress that all student groups make in order to provide an equitable picture and demonstrate school achievement.	Approved
7	Measure school offerings of courses with supports and accommodations to all students.	Review feasibility
8	Track the growth of students as individual learners.	Included in NSPF
9	Promote and track student access and participation in before and after school clubs, sports, enrichment, and/or activities.	Review feasibility
10	Compare percentage of clubs and capacity to the percentage of students enrolled. Schools allocate adequate funding and personnel for before and after school activities.	Review feasibility
11	Track staff attendance.	Recommend for District framework
12	Track staff continuity and transiency.	Recommend for reporting but not Accountability framework
13	Use an N-size of 10 for all accountability determinations.	Convene technical advisory group to review
14	Calculation of 4-year Adjusted Cohort Graduation Rate (ACGR) should also	Study impact

#	Recommendation	ESSA Advisory Group Decision
	include ESSA's Section 1111(c)(4)(F) "Partial Attendance" requirement.	
15	Identify "Comprehensive Intervention" high schools based on more than just the 4-year ACGR graduation rates.	Approved
16	At the District level, measure access to a Well-Rounded Education.	Approved
17	Measure a District's collaborative communication plan.	Reporting and transparency only through link to school or district communications plan, if feasible

#### *Assessment Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	End of Course Exams (EOCs) should be offered more often than once per year, and extend the testing window to include the last week of the school year for all Nevada school districts.	Approved
2	Implement multiple assessments for the Nevada Alternative Assessments (NAA).	Approved
3	Provide educational institutions with a more accurate measure of EL students' progress over time (i.e. after they have exited EL services).	Approved
4	Create assessment advisory group for communication from Nevada Department of Education (NDE) to Nevada districts.	Approved
5	Assess social and emotional skills (soft skills) development.	Consider for dashboard, if feasible
6	Utilize non-profits, community partners, institutions of higher learning, and others, to build a network of providers to support the Nevada State Assessment System and assessment related services.	Not Approved
7	Leverage Smarter Balanced Digital Library, interim assessments and summative assessments to provide actionable feedback to educators that can be used to adjust ongoing instruction to meet the need of individual	Approved



#	Recommendation	ESSA Advisory Group Decision
	students.	

*English Language Learner Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	Accountability: Use Adequate Growth Percentile (AGP) as English learner accountability measure.	Approved
2	Accountability: Include English Learner performance in reporting annually.	Approved
3	Accountability: Include English Learners performance across all grade levels in accountability system.	Approved
4	Accountability: Ensure that the weighting of English language development in new accountability determinations is meaningful.	Approved
5	Accountability: Include former English Learner performance in accountability for four years	Approved
6	Accountability: Include recently arrived English Learners in assessment in first year; include them in accountability results beginning year three	Approved
7	Statewide Identification and Reclassification: Nevada should adopt the updated Nevada English Learner Program Flowchart as the standardized, statewide procedure to identify and reclassify English learners.	Approved
8	Statewide Identification and Reclassification: Convene multi-specialty expert work groups to establish formal protocols to ensure consistent implementation that ensures appropriate decisions are made and that the rights of English learners are safeguarded.	Approved
9	Statewide Identification and Reclassification: Seek state funding to support districts in the monitoring and support of students reclassified English proficient during the 4- year period following reclassification.	Approved
10	Statewide Identification and Reclassification: Periodically review the proficiency scores on the WIDA ACCESS assessment used to determine English language proficiency for the state of Nevada to ensure that the criteria are appropriately aligned with the academic language needs of students to ensure access to state academic content standards.	Approved

#	Recommendation	ESSA Advisory Group Decision
11	Long-term English Learners: Define Long-term English learner as an English learner who has not achieved English language proficiency within 6 years of initial classification.	Approved
12	Long-term English Learners: Schools/districts should be required to provide language instruction educational program models, which are specifically designed, for long-term English learners.	Approved
13	Long-term English Learners: Ensure that teachers and administrators receive the professional learning necessary to build capacity to provide language instruction educational program models that are designed to meet the unique needs of long-term English learners.	Approved

*School Improvement Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	NDE's role in school improvement should move from compliance to collaboration. This means: <ul style="list-style-type: none"> <li>• providing structure/framework for the consolidated application (needs assessment, school performance plan, grant applications, etc.)</li> <li>• facilitate the sharing of resources and best practices</li> <li>• data collection/monitoring</li> <li>• collaborate and support when completing required documentation throughout the year, i.e., needs assessment to monitoring reports. Emphasis on working collaboratively to set goals when creating the SPP and choosing evidence-based programs for improvement.</li> <li>• technical assistance</li> <li>• identifying funding aligned to needs assessment</li> <li>• articulate course of action for those not meeting goals</li> <li>• identifying schools (designations) ensuring timeliness and quality of data</li> </ul>	Approved
2	NDE should provide districts and schools with the following: <ul style="list-style-type: none"> <li>• assistance with capacity building</li> <li>• a gradual release of support to schools as they improve</li> <li>• hierarchy of supports at state, district, school levels</li> </ul>	Approved



#	Recommendation	ESSA Advisory Group Decision
	<ul style="list-style-type: none"> <li>regular school support meetings</li> <li>action plan and aligned timelines</li> <li>clear and consistent messaging of federal and state requirements</li> <li>clearly defined expectations</li> <li>competence</li> </ul>	
3	<p>NDE should help districts and schools create strong improvement plans by:</p> <ul style="list-style-type: none"> <li>providing examples</li> <li>building a hierarchy of support with action plan and timeline (MTSS model)</li> <li>creating flexibility to address unique needs</li> <li>providing resource lists</li> <li>providing PD on data-based decision making and evidence-based strategies</li> <li>Technical assistance</li> <li>Have clear, consistent, well-defined expectations/requirements for school improvement aligned to Framework for 3-stars and above</li> <li>Guide/facilitate the SPP process for priority districts/schools based on needs/capacity.</li> </ul>	Approved
4	<p>Expectations for Level 1 and 2 Schools:</p> <p>Level 1 (Accelerated Support includes Comprehensive Schools)</p> <ul style="list-style-type: none"> <li>SEA and LEA approves School Performance Plan</li> <li>Complete interim needs assessment every year and full assessment every 3 years;</li> <li>SEA monitors progress in collaboration with the LEA and school team</li> <li>Must show rapid improvements (within 3 years) in Conditions for School Effectiveness;</li> <li>Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;</li> <li>Schools can be designated Turnaround.</li> </ul> <p>Level 2 (Priority Support includes Targeted Schools)</p> <ul style="list-style-type: none"> <li>LEA approves School Performance Plan</li> <li>Complete interim needs assessment every year and full assessment every 3 years;</li> <li>Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;</li> <li>LEA monitors benchmark progress throughout the year;</li> <li>Schools can be designated Turnaround.</li> </ul>	Approved
5	<p>Expectations for Level 3 and 4 Schools:</p> <p>Level 3 (Coordinated Support)</p> <ul style="list-style-type: none"> <li>LEA reviews and monitors the School Performance Plan</li> </ul>	Approved

#	Recommendation	ESSA Advisory Group Decision
	<p>(SPP);</p> <ul style="list-style-type: none"> <li>▪ Must complete a needs assessment every 3 years;</li> <li>▪ NDE and/or LEA supports schools in area of need.</li> </ul> <p>Level 4 (Self Support)</p> <ul style="list-style-type: none"> <li>▪ Considerable autonomy and flexibility;</li> <li>▪ LEA reviews and monitors the School Performance Plan (SPP);</li> <li>▪ Must complete a needs assessment every 3 years;</li> <li>▪ LEA led support as needed;</li> <li>▪ Has access to NDE tools and resources as needed.</li> </ul>	

### *Funding Streams Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	Create a process by which the Department solicits, reviews, and establishes a list of evidence-based programs. In this work, the Department will include learnings from the field (teachers, existing NV providers, etc.)	Approved
2	In an effort to create efficiency, the Department will work with districts to create a consolidated application that better facilitates strategic planning. This work would result in the alignment of the needs assessment, strategy selection, and available funding resources. It would also free up time spent on applications so that school site, district, and NDE staff can spend more time in service to students.	Approved
3	The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.	Approved
4	<p>The Department identifies and communicates the SEA strategies that will drive the stat's strategic use of federal funds.</p> <p>Leadership: Investment in evidence-based programs to provide sustained support of school leaders (and district teams in certain cases).</p> <p>Professional Development: NEPF</p>	Approved
5	Districts perform an audit of existing use of federal funds and identify short, mid, and long-term goals to align funding and high-impact programming.	Approved



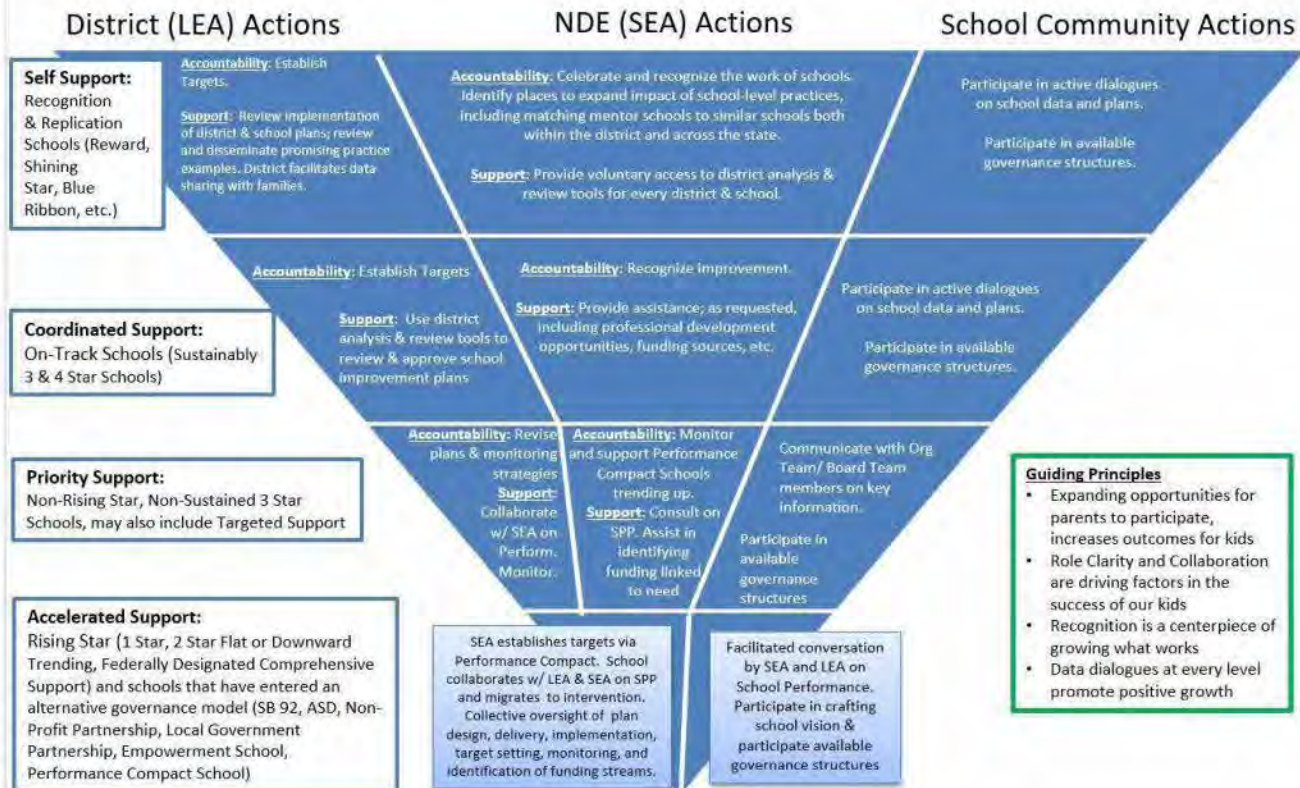
## Teaching and Leading Work Group

#	Recommendation	ESSA Advisory Group Decision
1	<p>Definition of Inexperienced/Experienced Teachers</p> <ul style="list-style-type: none"> <li>“Inexperienced” teachers should be defined as those with less than 3 full years of contracted teaching experience in a K-12 public school.</li> <li>In addition to “inexperienced” teachers being reported, experience levels of teachers at 5-year intervals (i.e. 5-10, 11-15, 16-20, 21-25, 26-30, 31+ years) should be reported for each school.</li> </ul>	Approved (with intervals based on capacity for dashboard reporting)
2	<p>Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure</p> <ul style="list-style-type: none"> <li>Nevada should report the number/percentage of teachers at each school who are “teaching out-of-field or are not fully state certified” in the following areas: <ul style="list-style-type: none"> <li>Core Content Areas – Math, Language Arts, Science, Social Studies</li> <li>Elementary</li> <li>Early Childhood</li> <li>Special Education</li> </ul> </li> <li>Possible consideration of other areas to report: <ul style="list-style-type: none"> <li>Business and Industry</li> <li>Art/Music/PE</li> <li>Foreign Languages</li> <li>Other Licensed Personnel</li> </ul> </li> </ul>	Approved Areas Under First Bullet (future consideration for second bullet)
3	<p>Not Fully Licensed/Out of Field Teachers: Types of Licensure</p> <ul style="list-style-type: none"> <li>Nevada should report the number/percentage of teachers at each school who are teaching with the following: <ul style="list-style-type: none"> <li>Provisional Licenses</li> <li>Conditional/Alternative Route to Licensure</li> <li>ARC/Option Special Education Program</li> </ul> </li> </ul>	Approved
4	<p>Requirements Permitted for Provisional Licensure</p> <ul style="list-style-type: none"> <li>The following requirements should continue to be permitted for provisional licensure: <ul style="list-style-type: none"> <li>Basic Skills Proficiency</li> <li>Subject Area Proficiency</li> <li>Pedagogy Proficiency</li> <li>Up to 6 Credits of Coursework</li> </ul> </li> </ul> <p>Provisional licensure should not be permitted if student teaching requirement has not been met.</p>	Approved (including student teaching)
5	<p>Other Areas of Data Collection/Reporting</p> <ul style="list-style-type: none"> <li>The number/percentage of teachers with the following licensure endorsements should be reported by school: <ul style="list-style-type: none"> <li>TESL/ELAD</li> <li>Reading Specialist</li> </ul> </li> </ul>	Approved

#	Recommendation	ESSA Advisory Group Decision
	<ul style="list-style-type: none"> <li>○ National Board Certification</li> <li>○ Teacher Leadership*</li> <li>• Numbers/percentages of the following staffing data should be reported by school: <ul style="list-style-type: none"> <li>○ Teacher Vacancies</li> <li>○ Teacher Absences</li> <li>○ Long Term Substitutes</li> <li>○ Teacher Turnover/Retention Rates</li> </ul> </li> </ul>	
6	<p>Educator Effectiveness: Statewide Educator Evaluation System for Licensed Personnel</p> <ul style="list-style-type: none"> <li>• Nevada should maintain a statewide system for evaluation for licensed personnel.</li> <li>• Current measures and percentages of state and district-determined measures should be maintained.</li> </ul>	Approved
7	<p>Educator Effectiveness: Definition of “Ineffective” Teachers and Reporting (Ratings, Standards, Indicators)</p> <ul style="list-style-type: none"> <li>• Nevada should use NEPF ratings to define ineffective/effectiveness.</li> <li>• Ineffective and Minimally Effective NEPF ratings should be combined for purposes of federal reporting of “Ineffective” teachers.</li> <li>• For state reporting, all ratings (including Effective and Highly Effective) should be reported separately.</li> <li>• Standard and Indicator-level scores should be reported to identify areas of strength/professional growth.</li> </ul>	Approved
8	<p>Data Collection/Reporting for School Administrators/Leaders</p> <ul style="list-style-type: none"> <li>• None of the following should be considered for school-based administrator/leader reporting: <ul style="list-style-type: none"> <li>○ Inexperienced/Years of Experience</li> <li>○ Effectiveness Ratings</li> <li>○ Areas of Licensure/Endorsements</li> </ul> </li> </ul>	Not Required for ESSA/For Further Consideration (possible dashboard)
9	<p>Title II-A Fund Use: State Activities and Districts/Charters</p> <p>Use of Title II-A funds at state and district/charter levels should be targeted and focused, and aligned with identified state and local human capital needs.</p>	Approved
10	<p>3% of Title II-A for Statewide “Principal and Other School Leader” Development</p> <p>3% of Nevada’s Title II-A allocation should be used for statewide activities related to principal/other school leader development. The funds should be spent on a variety of areas related to leader development, but a portion should focus on NEPF implementation and school turnaround/transformation.</p>	Approved



## Nevada's Approach to Differentiated School Support & Improvement



**APPENDIX F: OVERVIEW OF ESSA PROGRAMS AND BUDGETS**

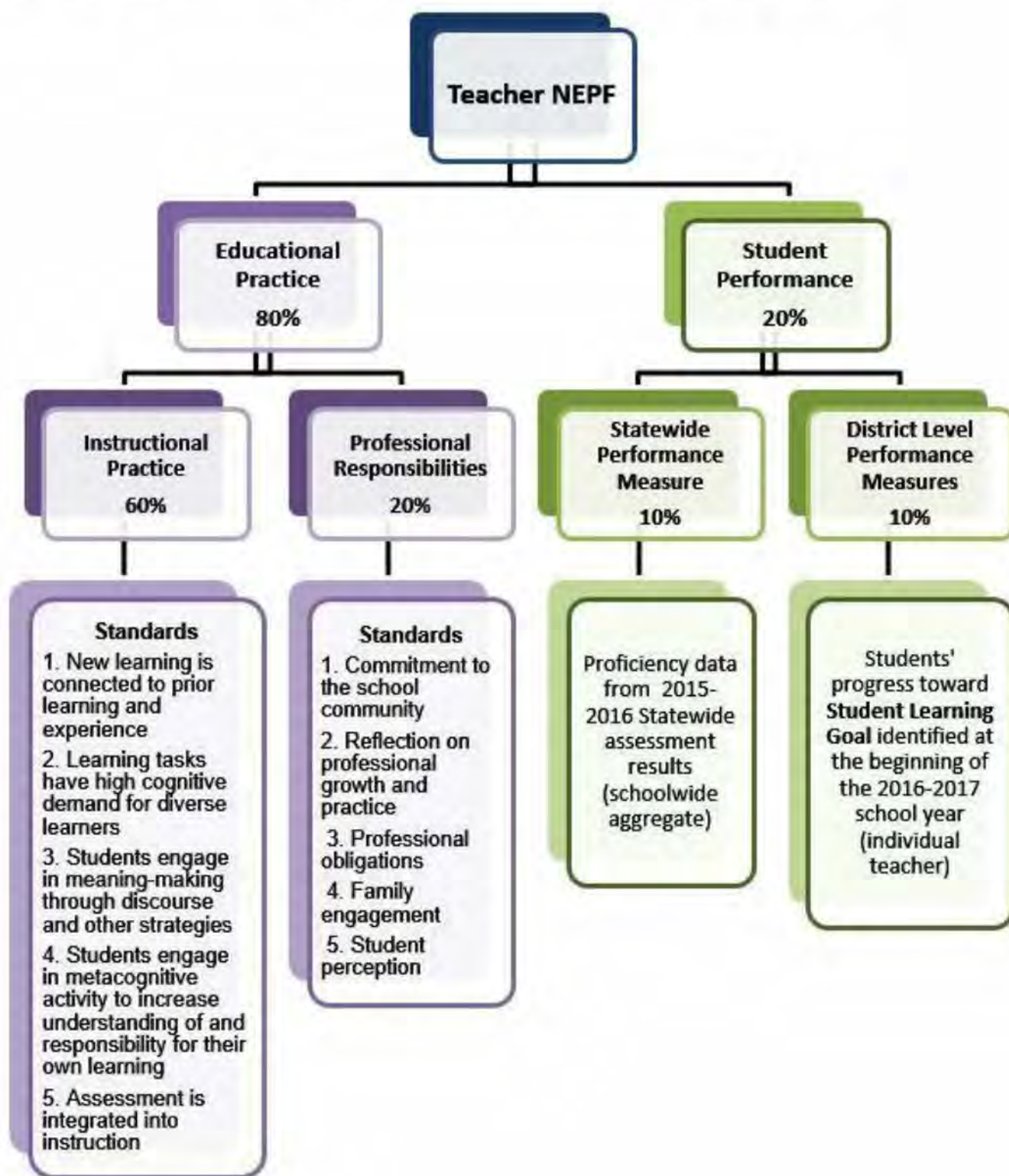
Title	Program	Funds Available to Nevada*
<b>Title I, Part A*</b>	Improving Basic Programs Operated By State and Local Educational Agencies	Estimated 2017–18 funding: \$123.1 million <ul style="list-style-type: none"> <li>• 99% to LEAs=</li> <li>• \$121,869,000</li> <li>• 1% for state administration= \$1,231,000</li> </ul>
<b>Title I, Part B*</b>	State Assessment Grants	Estimated 2017–18 funding: \$4.7 million
<b>Title I, Part C*</b>	Education of Migratory Children	Estimated 2017–18 funding: \$210, 361
<b>Title I, Part D*</b>	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Estimated 2017–18 funding: \$355, 832
<b>Title II, Part A*</b>	Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders	Estimated 2017–18 funding: \$12.2 million <ul style="list-style-type: none"> <li>• 95% to LEAs= \$11,590,000</li> <li>• %4 for administrative and state-level activities= \$488,000</li> <li>• 1% for administrative costs = \$122,000</li> </ul>
<b>Title II, Part B</b>	National Activities: Variety of competitive grant opportunities including: <ul style="list-style-type: none"> <li>• Literacy Education for All, Results for the Nation</li> <li>• Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund)</li> <li>• School Leader Recruitment and Support</li> <li>• STEM Master Teacher Corps</li> </ul>	National authorized appropriation for 2017–18: \$468,880,575
<b>Title III*</b>	Language Instruction for English Learners and Immigrant Students	Estimated 2017–18 funding: \$7.6 million
<b>Title IV, Part A*</b>	Student Support and Academic Enrichment Grants	Estimated 2017–18 funding: \$4 million <ul style="list-style-type: none"> <li>• 95% to LEAs= \$3,800,000</li> <li>• 5% for administrative and</li> </ul>



Title	Program	Funds Available to Nevada*
		state-level activities= \$200,000
<b>Title IV, Part B*</b>	21 <sup>st</sup> Century Community Learning Centers	Estimated 2017–18 funding: \$7.9 million
<b>Title IV, Part C</b>	Expanding Opportunity Through Quality Charter schools	Information not yet available. The NDE anticipates that Nevada will apply for funds in 2017–18.
<b>Title IV, Part D</b>	Magnet Schools Assistance	SEA not eligible for funding
<b>Title IV, Part E</b>	Family Engagement in Education Programs	SEA not eligible for funding
<b>Title IV, Part F</b>	National Activities <ul style="list-style-type: none"> <li>• Education innovation and research</li> <li>• Community support for school success</li> <li>• Promise neighborhoods and community schools</li> <li>• National activities for school safety</li> </ul> Academic enrichment	SEA not eligible for funding
<b>Title V*</b>	Rural Education Initiative	Estimated 2017–18 funding: \$91,429 million
<b>Title VI</b>	Indian, Native Hawaiian, and Alaska Native Education	SEA not eligible for funding
<b>Title VII</b>	Impact Aid	SEA not eligible for funding
<b>Title VIII</b>	General Provisions and Definitions	SEA not eligible for funding
<b>Title IX, Part A* (Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act)</b>	Education for Homeless Children and Youth	Estimated 2017–18 funding: \$685,268
<b>Title IX, Part B, Section</b>	Preschool Development Grants	National authorized appropriation for 2017–18:

Title	Program	Funds Available to Nevada*
9212		\$40,993,152

\*State allocations are preliminary estimates based on currently available data and subject to change. The estimated amount of funds that may be used for state-level administration in Titles IA, IIA, III, and IV A is provided for planning purposes. However, NDE may use a portion of the funds for administrative purposes across programs.





**APPENDIX H: STAFFING/VACANCY DATA COMPARISONS (2015-2016 TO 2016-2017)**

	November 2016 Total Staffing	Nov 2016 Total Vacancies	November 2016 % Vacant Positions	December 2015 Total Staffing	December 2015 Total Vacancies	December 2015 % Vacant Positions	# Diff from 15- 16 to 16- 17	% Diff from 15-16 to 16- 17
Statewide	22,781	578	2.5%	21,972	817	3.7%	-239	- 1.18%
Clark	15,808	437	2.8%	15,695	698	4.4%	-261	- 1.68%
Washoe	4,004	34	0.8%	3,127	27	0.9%	7	- 0.01%
Others/ Rurals	2,969	108	3.6%	3,151	92	2.9%	16	0.72%
Victory	1,168	47	4.0%	1,071	95	8.9%	-48	- 4.85%
Zoom	2,638	87	3.3%	1,660	94	5.7%	-7	- 2.36%
Focus	1,153	62	5.4%	1,135	74	6.5%	-12	- 1.14%
Priority	1,371	59	4.3%	1,328	99	7.5%	-40	- 3.15%
1-Star	516	25	4.8%	460	39	8.5%	-14	- 3.63%
2-Star	4,811	218	4.5%	4,729	304	6.4%	-86	- 1.90%
3-Star	10,071	204	2.0%	9,813	354	3.6%	-150	- 1.58%
4-Star	3,672	61	1.7%	3,548	67	1.9%	-6	- 0.23%
5-Star	3,076	40	1.3%	3,000	39	1.3%	1	0.00%





## Cover Page

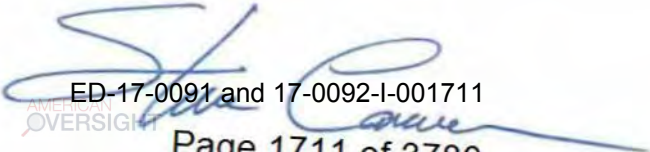
Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	<b>Telephone:</b> 775.687.9200
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;">(b)(6)</div>	<b>Date:</b>  4.12.17
<b>Governor (Printed Name)</b>	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  February 10, 2017
<b>Signature of Governor</b>	<b>Date:</b>

\*See Next Page for the Governor's Signature

## Cover Page

Contact Information and Signatures	
<b>SEA Contact</b> (Name and Position) Dr. Steve Canavero, State Superintendent	Telephone 775.687.9200
Mailing Address: 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	Email Address: <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
<b>Authorized SEA Representative</b> (Printed Name) Dr. Steve Canavero	Telephone: 775.687.9200
<b>Signature of Authorized SEA Representative</b> (b)(6)	Date: April 3, 2017
<b>Signature of Governor (If Applicable)</b> (b)(6)	Date: April 3, 2017

The SEA, through its authorized representative, agrees to the enclosed assurances.



ED-17-0091 and 17-0092-I-001711

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## Elementary & Middle Schools



ED-17-0091 and 17-0092-I-001712

AMERICAN  
OVERSIGHT

# High Schools



ED-17-0091 and 17-0092-I-001713

AMERICAN  
OVERSIGHT

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# Nevada's Approach to Differentiated School Support & Improvement

## District (LEA) Actions

## NDE (SEA) Actions

## School Community Actions

### Self Support:

Recognition & Replication Schools (Reward, Shining Star, Blue Ribbon, etc.)

**Accountability:** Establish Targets.

**Support:** Review implementation of district & school plans; review and disseminate promising practice examples. District facilitates data sharing with families.

**Accountability:** Celebrate and recognize the work of schools. Identify places to expand impact of school-level practices, including matching mentor schools to similar schools both within the district and across the state.

**Support:** Provide voluntary access to district analysis & review tools for every district & school.

Participate in active dialogues on school data and plans.

Participate in available governance structures.

**Accountability:** Establish Targets

**Support:** Use district analysis & review tools to review & approve school improvement plans

**Accountability:** Recognize improvement.

**Support:** Provide assistance; as requested, including professional development opportunities, funding sources, etc.

Participate in active dialogues on school data and plans.

Participate in available governance structures.

### Coordinated Support:

On-Track Schools (Sustainably 3 & 4 Star Schools)

### Priority Support:

Non-Rising Star, Non-Sustained 3 Star Schools, may also include Targeted Support

### Accelerated Support:

Rising Star (1 Star, 2 Star Flat or Downward Trending, Federally Designated Comprehensive Support) and schools that have entered an alternative governance model (SB 92, ASD, Non-Profit Partnership, Local Government Partnership, Empowerment School, Performance Compact School)

**Accountability:** Revise plans & monitoring strategies

**Support:** Collaborate w/ SEA on Perform. Monitor.

**Accountability:** Monitor and support Performance Compact Schools trending up.

**Support:** Consult on SPP. Assist in identifying funding linked to need

Communicate with Org Team/ Board Team members on key information.

Participate in available governance structures

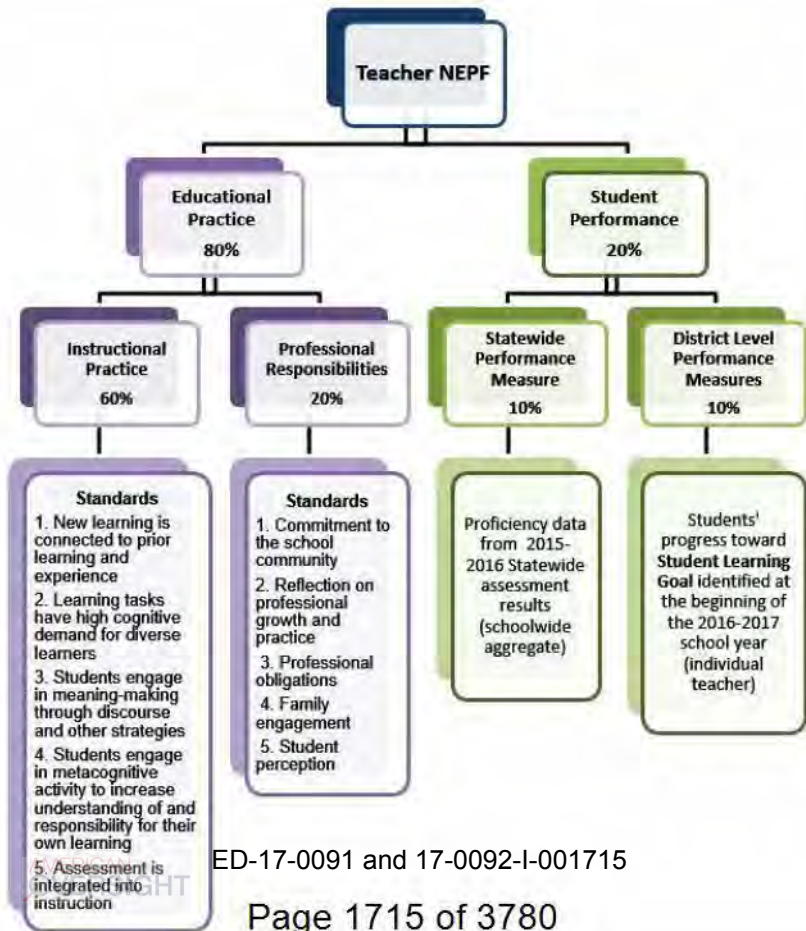
SEA establishes targets via Performance Compact. School collaborates w/ LEA & SEA on SPP and migrates to intervention. Collective oversight of plan design, delivery, implementation, target setting, monitoring, and identification of funding streams

Facilitated conversation by SEA and LEA on School Performance. Participate in crafting school vision & participate available governance structures

### Guiding Principles

- Expanding opportunities for parents to participate, increases outcomes for kids
- Role Clarity and Collaboration are driving factors in the success of our kids
- Recognition is a centerpiece of growing what works
- Data dialogues at every level promote positive growth

ED-17-0091 and 17-0092-I-001714



ED-17-0091 and 17-0092-I-001715



# Louisiana Believes

Louisiana's Elementary & Secondary Education Plan  
Pursuant to the Federal Every Student Succeeds Act (ESSA)

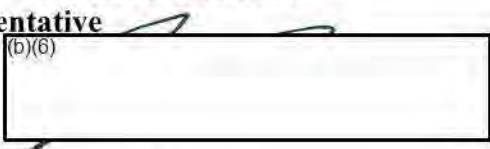


April 15, 2017



**Louisiana's Consolidated State Plan  
Pursuant to the Federal Every Student Succeeds Act (ESSA)**

**April 15, 2017**

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position)</b>  Erin Bendily, Assistant Superintendent Policy & Governmental Affairs	<b>Telephone</b>  (225) 342-5182
<b>Mailing Address:</b>  P.O. Box 94064 Baton Rouge, LA 70804-9064	<b>Email Address:</b>  erin.bendily@la.gov
<p>By signing this document, I assure that:          To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  John White, State Superintendent of Education	<b>Telephone:</b>  (225) 342-3602
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b>  April 15, 2017
<b>Governor (Printed Name)</b>  The Honorable John Bel Edwards	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  March 15, 2017
<b>Signature of Governor (If Applicable)</b>	<b>Date:</b>

## Guide to Identify Required ESSA State Plan Components

On March 13, 2017, the U.S. Department of Education released a revised ESSA state plan template and accompanying guidance. The guidance provides that states using an alternate template developed with the Council of Chief State School Officers (CCSSO) must submit a table of contents or guide that indicates where the SEA addressed each requirement in its consolidated State plan.

The Louisiana Department of Education worked with CCSSO in developing this alternate template and the following guide which indicates where items included in the revised template can be found in Louisiana's draft state plan. The three new required components requested in the U.S. Department of Education's March 13, 2017 guidance are italicized.

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Louisiana's Draft Plan (Alternate Template)
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>			
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
• Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B
• Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C
• Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C
• <i>How the SEA will assist eligible entities in meeting long-term goals for English language proficiency and challenging State academic standards</i>	<i>USDOE guidance issued March 13, 2017</i>		<i>1.C.i.</i>
• Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A
• Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G
• Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B
• Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E
• Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii; 4.2.B.iii; 4.3.B-D

3



Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C
<i>How the SEA will award subgrants to local education agencies (LEAs) under the new Student Support and Academic Enrichment Program in Title IV, Part A of the ESEA</i>	<i>USDOE guidance issued March 13, 2017</i>		6.1.B.
School Conditions	1111(g)(1)(C)	A.6	6.1.C
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B
<b>Title I, Part C: Education of Migratory Children</b>			
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv
Use of Funds	1304(b)(4)	B.3	6.2.B.viii
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>			
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii
<b>Title II, Part A: Supporting Effective Instruction</b>			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B
Data and Consultation	2101(d)(2)(K)	D.5	2.C-D
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>			
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	--
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B and D
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E
Awarding Subgrants	4103(c)(2)(B)	F.2	--
<b>Title IV, Part B: 21st Century Community Learning Centers</b>			
Use of Funds	4203(a)(2)	G.1	6.2.E.i
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii
<b>Title V, Part B, Subpart 2: Rural and Low-Income School Program</b>			
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i
Technical Assistance	5223(b)(3)	H.2	2.2.D

<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>			
Student Identification	722(g)(1)(B)	I.1	6.2.G.i
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi
Assistance from Counselors	722(g)(1)(K)	I.7	--
<i>How youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homeless Children and Youths program</i>	<i>USDOE guidance issued March 13, 2017</i>		<i>6.2.G.vii.</i>
Equitable access to, and participation in, the programs included the consolidated State plan	Section 427 of the General Education Provisions Act		Consolidated State Plan Assurances (pages 114-115)



### Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

### Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.



## Section 1. Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

For the past several years, Louisiana has been very focused on reversing years of low academic performance as measured, in part, by the National Assessment of Educational Progress (NAEP) scores and other nationally administered assessments. While some have rightly pointed out that Louisiana has a high number of students living in poverty<sup>1</sup> and a high percentage of students attending non-public schools as compared to other states,<sup>2</sup> the state recognizes that Louisiana's children are just as capable as any in the world and deserve an education that prepares them to successfully transition to college and the workplace – a shared recognition and expectation set forth by the federal Every Student Succeeds Act as well as Louisiana state law.<sup>3</sup>

Louisiana, like many other states, has seen impressive progress over the past decade of school support and accountability. In 1999, the state began grading schools based on student performance on the Louisiana Assessment of Education Progress (LEAP), which was created to mirror the NAEP.

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<sup>1</sup> Annie E. Casey Foundation. (2015). 2015 Kids Count Data Book. Accessed at <http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf>.

<sup>2</sup> Kolko, J. (2014). *Where "Back to School" Means Private School*. Trulia. Accessed at <https://www.trulia.com/blog/trends/private-vs-public-school/>.

<sup>3</sup> Louisiana Revised Statute 17:24.4. Accessed at <http://www.legis.la.gov/Legis/Law.aspx?d=80356>.



### 1999 LEAP 21 scores, by percent of students at each achievement level

2009 LEAP Results	Grade 4		Grade 8	
	English Language Arts	Mathematics	English Language Arts	Mathematics
Advanced (Level 5)	1	2	1	1
Mastery (Level 4)	15	8	11	4
Basic (Level 3)	39	32	31	33
Approaching Basic (Level 2)	42	24	36	21
Unsatisfactory (Level 1)	21	35	21	40

Points were initially awarded in the school rating system for scoring a Level 2 (“Approaching Basic”) on this five-level test. While this was in no way recognition of students performing at proficient levels, it was a way to motivate and reward necessary progress in the state’s many struggling schools. As time went on and the state shifted its focus to schools achieving a Level 3 (labeled “Basic” and often communicated as proficient), student achievement continued to increase, but still fell short of student achievement nationally.

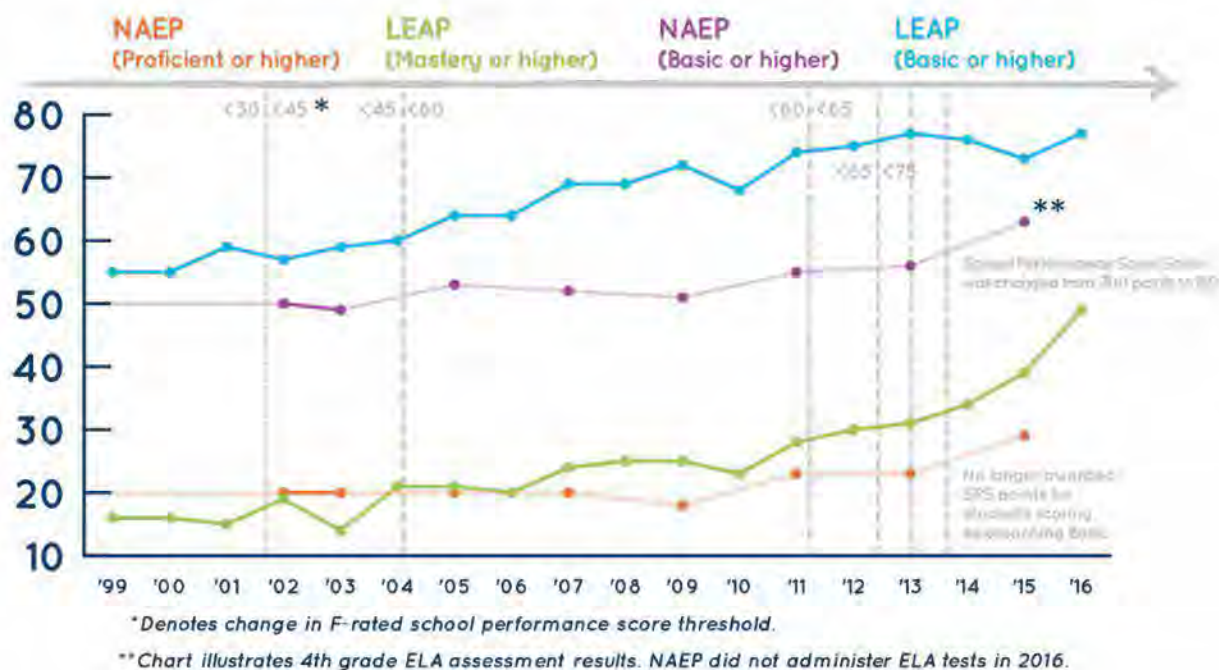
In 2010, recognizing the need to equip Louisiana students with the knowledge and skills needed to successfully transition to college and the workplace and to compete nationally, the state’s top school board – the State Board of Elementary and Secondary Education (BESE) – adopted a plan to phase in more rigorous academic content standards and high-quality aligned assessments. The Louisiana Legislature echoed that goal through a mandate in [Act 275](#) of the 2012 Regular Session: “Beginning with the 2014-2015 school year, standards-based assessments implemented by the State Board of Elementary and Secondary Education in English language arts and mathematics shall be based on nationally recognized content standards that represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.”

In 2013, the Louisiana Department of Education (LDE) analyzed student performance and found that although students were making undeniable gains in achieving the Basic expectation, performance beyond that target were stagnant. Approximately 61 percent of students required developmental or remedial math courses and 42 percent of students required developmental or remedial English courses during their freshman year in college.<sup>4</sup> And at the same time, state officials continued to express concerns about the preparation of workers qualified for jobs in key sectors of the economy. In keeping with nationwide trends, jobs were beginning to require some education after high school, primarily at a four-year college or at a two-year technical and community college. In 2011, 28 percent of the Louisiana workforce had a two- or four-year degree, and to meet the state’s future job needs, state workforce and economic development officials said that number needed to double. Therefore, in consultation with key stakeholders, including but not limited to educators, business and

<sup>4</sup> Louisiana Board of Regents. (2017). Response to Act 619 of the 2016 Regular Session of the Louisiana Legislature. Accessed at <http://regents.state.la.us/assets/others/619Docs/619FinaldraftforSSrev1.pdf>.



industry partners, and policymakers, BESE once again set out to increase its expectations for teaching and learning, setting a 10-year goal of Level 4 (“Mastery”) as the new standard for what it takes to be an “A” rated public school in Louisiana by 2025.<sup>5</sup> The LDE began publicly reporting student achievement not only in terms of “Basic and above,” but also “Mastery and above.”



By 2014, the state had fully implemented college and career ready standards and was measuring student learning using an aligned, nationally recognized assessment in 2014-2015 as state law required. The 2014-2015 data were to serve as a starting point or “baseline” for working toward BESE’s goal and the legislature’s mandate. However, during 2015-2016, in response to [Act 329](#), the Louisiana Legislature required BESE to undertake a review of its academic content standards. A panel of educators, content experts, and other key education stakeholders recommended some adjustments in order to ensure clarity and increased responsiveness to the expectations of college and workplace. BESE then adopted the new Louisiana State Standards effective beginning with the 2016-2017 school year, and the state made the corresponding adjustments to the LEAP to ensure full alignment and continued high quality.

<sup>5</sup> Louisiana Department of Education. (2013). *Department Announces Plan to Raise Expectations Over 10 years, Provide Two Years of Time to Learn New Expectations*. Accessed at <https://www.louisianabelieves.com/newsroom/news-releases/2013/11/21/departments-announces-plan-to-raise-expectations-over-10-years-provide-two-years-of-time-to-learn-new-expectations>.



The state's Accountability Commission, which includes diverse education stakeholders and serves as an advisory panel to the LDE and BESE, has for the past few years carefully reviewed BESE's goal and the legislative mandate in order to recommend school accountability policies that support its attainment.

The commission has recommended ambitious state policy to codify the state's long-term goal, measure and report progress, and motivate and recognize schools' growth.

The Louisiana accountability system will adjust ambitiously and cautiously in order to demand immediate and high expectations of students while allowing time for schools to adjust. Beginning in 2017-2018, Louisiana's expectations for students, as outlined in the individual indices of Louisiana's system, will be updated in alignment with Louisiana's long-term goals (e.g., "Mastery" = 100 points, 90% graduation rate = 100 points, ACT of 21 = 100 points). However, the overall grading scale will be adjusted to allow schools time to respond to higher expectations. The minimum score required for an A, B, or C grade will be lowered by 10 points. In 2022, the scales will partially increase by five points each, and by 2025 the scale will return to its current ranges (e.g., 100+ = "A").

Already, Louisiana public schools have begun to respond to this goal of higher expectations. The percentage of students scoring "Mastery" on the LEAP has increased to 38 percent, up from 33 percent in 2015. By the year 2025, 12 years after BESE decided to raise standards, the expectation for an "A" in Louisiana will be consistent with expectations for A-rated performance at public schools throughout the country.

ii. Provide the baseline and long-term goals in the table below.

In 2013, the Louisiana Board of Elementary and Secondary Education adopted more challenging standards for student learning and established the objective that by 2025 predominant student performance in a school rated an "A" in Louisiana would indicate full academic readiness for the next phase of education. Between 2013 and 2015, fourth grade students in Louisiana on the National Assessment of Education Progress (NAEP) gained six percentage points in the share of students scoring proficient in reading and four percentage points in math. These gains resembled those demonstrated during a similar period of time on the Louisiana Education Assessment Program (LEAP). From 2014 to 2016, Louisiana's students grew 11 percentage points at the "mastery" level on ELA and math.

The gains initiated by the adoption of more challenging standards and a more ambitious proficiency definition prompted a period of growth on multiple measures for a state that has historically struggled when benchmarked against other states. Looking toward the future, this period stands as precedent, setting a standard for what is possible in years hence.

There is also ample evidence from other states that sustaining gains on a statewide basis is possible. Fourth grade students in the nation's top performing state, Massachusetts, for example, have grown

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five percentage points in the percentage of students scoring proficient on the NAEP in math from 2005 to 2015. Fourth grade students in the most improved state on the NAEP from 2005 to 2015, Indiana, grew 12 percentage points in the percentage of students scoring proficient in math.

Louisiana's long-term performance objectives are thus informed both by the most inspiring evidence of what has been proven possible in our state and by evidence from peer states that such progress can be sustained. Louisiana thus proposes annual improvement targets between 2018 and 2025 that will represent average improvement of 2.5 percentage points per year in student proficiency, as reflected in the table below.

The impact of these gains will extend beyond student learning in elementary and secondary schools, directly affecting the preparation of Louisiana's young adults for education and life after high school. In 2003, 13 percent of 4<sup>th</sup> and 8<sup>th</sup> graders in Louisiana scored at the mastery level or above on state ELA and math assessments; 12 years later, when most of these students were between 21 and 25 years old, Louisiana ranked 49<sup>th</sup> in the country in higher education attainment, with 28 percent of adults 25 or older having earned an associate's degree or higher.<sup>6</sup> Were the proficiency gains below to come to fruition, radically increasing the proportion of Louisiana graduates exiting high schools academically prepared for essential higher education coursework, the skills of Louisiana's entire working population would experience a profound shift. We estimate, in fact, that if these goals are met, more than 40 percent of adults 25 or older in Louisiana would have earned an associate's degree or a bachelor's degree by 2035.

**Elementary/Middle School (LEAP): Percent Mastery and Above**

Subgroups	Reading/ Language Arts: % at Basic (2016)	Reading/ Language Arts: Current % at Mastery (2016)	Reading/ Language Arts: Long- term Goal (2025)	Mathematics: Current % at Basic (2016)	Mathematics: Current % at Mastery (2016)	Mathematics: Long-term Goal (2025)
All students	70	41	63.5	64	34	56.5
Economically disadvantaged students	64	33	63.5	58	27	56.5
Students with disabilities	34	12	63.5	33	12	56.5
English learners	39	15	63.5	47	20	56.5
White	81	53	63.5	76	47	56.5
Black or African American	60	28	63.5	51	21	56.5
Hispanic/Latino	65	38	63.5	63	33	56.5
Homeless (reporting to begin in 2017-2018)	55	25	63.5	47	19	56.5
Military-affiliated (reporting to begin in 2017-2018)			63.5			56.5

<sup>6</sup> Analysis of EDUCATIONAL ATTAINMENT 2011-2015 American Community Survey 5-Year Estimates, <https://factfinder.census.gov>



## **B. Graduation Rate.**

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

In addition to growth on state and national assessments, Louisiana's cohort graduation rate has increased more than most states over the past several years. In 2005-2006, fewer than two thirds of Louisiana's seniors who entered high school together as a cohort were graduating on time, with a graduation rate of 64.8 percent. Over the next decade, that rate increased by nearly 13 percentage points due to a number of aggressive steps taken by Louisiana educators, including but not limited to the establishment of effective ninth grade academies and dropout prevention strategies like the Jobs for America's Graduates program, improved counseling, the elimination of ineffective programs for students who were academically behind, and improved data reporting by the state's school systems. In 2009, the Louisiana Legislature also passed comprehensive legislation aimed at improving graduation rates and college and career readiness, and it included the creation of a career diploma option for students not on track or planning to transition to a four-year university.

Over the past several years, BESE and the LDE, in collaboration with the state's workforce, economic development, and post-secondary education leaders as well as local school systems, business and industry, and regional economic development authorities, have established the nation's premier career and technical education program called [Jump Start](#) that centers on the attainment of a high school diploma and a nationally recognized industry-based credential in high demand, high wage fields. By 2017-2018, students not graduating with the state's university preparatory diploma will be required to attain a Jump Start credential in order to receive a high school diploma. Additionally, the Louisiana Legislature created a path to graduation for students with disabilities that allows for [alternate means](#) to demonstrate skills and student progress, and BESE approved an alternate set of diploma requirements for students with significant cognitive disabilities.

As Louisiana continues its implementation of more rigorous academic content standards, enhances supports for struggling students and schools, and transitions to new expectations for high school counseling and graduation, the state's current graduation rate of 77.5 percent<sup>7</sup> should continue to increase. The efforts underway, led the state Accountability Commission, to recommend a rigorous and ambitious goal of achieving what could be the national average graduation rate by 2025, and that is nine out of ten students entering high school graduate on time. Currently the average graduation rate among "A" rated high schools is just under 90 percent, and the national average is 83 percent. Louisiana will work toward its goal of a statewide average of 90 percent, continuously supporting the state's high schools and annually reporting and celebrating progress toward that goal. The state's high school performance score formula will also continue to motivate and recognize progress for

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<sup>7</sup> 2014-2015 adjusted cohort graduation rate

students not only for graduating, but graduating with college credit and industry-based credentials that signal readiness for college and careers.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Subgroup	Baseline (2014-2015) (A = 75%)	Long-term Goal (2025) (A = 90%)
All students	77.5	90
Economically disadvantaged students	70.8	90
Children with disabilities	44.3	90
English learners	50.2	90
White	82.7	90
Black or African American	71.4	90
Hispanic/Latino	74.9	90
Homeless (reporting to begin in 2017-2018)	59.8	90
Military-affiliated (reporting to begin in 2017-2018)	TBD	90

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

Not Applicable. Louisiana does not include an extended year cohort graduation rate in its accountability system and long-term goals. Instead, Louisiana rewards schools for students who graduate in five or six years through the Strength of Diploma Index in high school accountability. More detail on the Strength of Diploma index is included later in this document.

### C. English Language Proficiency.

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on



which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency (ELP) level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).

Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition. The Louisiana Connectors for English Learners are the English proficiency standards (ELP) that address the language needs of English Learners (ELs) for academic success. The ELP Connectors clarify and amplify the language demands of the Louisiana State Standards. Louisiana approved a comprehensive set of ELP Connectors in December 2016. Aligned with the English language proficiency assessments, the ELP Connectors describe these higher expectations by integrating language development with appropriate academic content matter. Both the English language proficiency screener and summative assessments, described below, are part of the Louisiana Connectors for English Language Learners.

The LDE is committed to assisting local school systems in meeting long-term goals for their English learners by providing training, developing resources, and supporting an ELL coaching model. To help teachers implement the Connectors and gain the skills and knowledge necessary to reach their English learner, the LDE is partnering with SC3 Comprehensive Center to train ELL teachers in becoming instructional coaches and supporting the implementation of an ELL coaching model. The job embedded, continuous professional development around the specific needs of the English Learner will have positive long term outcomes. Coaching is considered one of the most promising methods of helping teachers to change, improve, and sustain new instructional practices over time. In addition, instructional supports are being developed to specifically address the scaffolds necessary for meaningful engagement in content area practices. Finally, the LDE will build and release a comprehensive set of instructional curricular resources for teachers to use to help English Language Learners access on level content in the classroom.

#### *English Language Proficiency Screener*

The LDE adheres to USDOE's guidance in establishing a uniform procedure to identify potential English Learners and determine their level of English proficiency. A Home Language Use Survey is the first step in this procedure; it is used to identify potential English learners at the time of their initial enrollment in school. The second step is to administer the English Language Proficiency Screener within the first 30 days of school to determine an initial English proficiency level, confirm eligibility for enrollment in a specialized language program, and inform initial placement.



The screening assessment was developed from the same item bank as the summative assessment for each of the six grade bands and helps schools assess the baseline English language proficiency of incoming ELs and inform placement and instructional decisions.

*The English Language Proficiency Summative Assessment*

The LEAP English Language Proficiency (ELP) Connect will be administered in the spring every year beginning in 2017-2018. It is designed to measure the four language domains – listening, speaking, reading, and writing – and the academic language skills necessary to access and meet the rigorous Louisiana Student Standards. The LEAP ELP Connect assessment provides two sets of outcomes, each serving different purposes.

The first set of outcomes are intended to be used for score reporting and include a summary of performance on the four domains and a proficiency determination of Emerging, Progressing, and Proficient that is based on the pattern (or profile) of performance across the four domains. These scores are provided for use by students, educators, and parents and meet the objectives of measuring progress and determining program eligibility.

The second set of outcomes includes two growth indicators: an overall score and a comprehension score. Overall proficiency is determined through the pattern and level of performance across the four domains. Scale scores are provided for each domain, overall performance and comprehension. These scores meet the objectives for accountability.

Summary of both sets of outcomes:

	AUDIENCE	ASSESSMENT OUTCOME	PURPOSE
Reporting Scores	Students, Families, Educators (all audiences)	Domain Profiles and Levels, Domain Score	Reporting Scores, Allocating Resources, Instructional Planning
		Proficiency Determination	Determining EL Program eligibility
Growth Indicators	Students, Families, Educators (all audiences), Policymakers, Administrators	Overall Score	Evaluating Program Outcomes, Computing accountability metrics, Calculating Growth
		Comprehension Score	

Proficiency requires meeting a combination of expectations across all four domains. This expectation reflects the knowledge, skills and abilities that are required in each domain to interact with and engage in grade-level content instruction and is referred to as the “performance target.” A

determination of proficient indicates that a student has demonstrated the language skills required by the content area expectations described by the Louisiana Student Standards.

Description of the performance target for each of the four domains:

<b>ELs demonstrate skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs. For each domain...</b>	
<b>DOMAIN</b>	<b>DEFINITION</b>
Listening	An EL can listen and comprehend <b>spoken English</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Speaking	An EL can <b>produce speech</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Reading	An EL can read and comprehend <b>written English</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Writing	An EL learner can <b>write texts</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.

2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.

The LDE establishes the criteria of a maximum of seven years to attain English language proficiency, adjusted based on a student's baseline proficiency level. A determination of English Language Proficient indicates that a student has demonstrated English language skills or Cognitive Academic Language Proficiency to successfully access content area expectations as described by the Louisiana Student Standards. Taking into account the heterogeneity of the EL population, one should expect students to reach proficiency on varied timelines. The prevailing conclusion of recent literature reviews and research on this topic is that, "even in districts that are considered the most successful in teaching English to EL students, oral proficiency takes 3 to five years to develop, and academic English proficiency can take four to seven years."<sup>8</sup> Thus, the criteria set by LDE of a maximum of seven years to attain English Language Proficiency is just and reasonable.

Taking into consideration the student's entry proficiency level, the LDE establishes the criteria of a maximum of seven years to attain English language proficiency when students enter at a Level 1

<sup>8</sup> Hakuta, K., Butler, Y.G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Berkeley, CA: University of California Linguistic Minority Research Institute. Accessed at <http://escholarship.org/uc/item/13w7m06g#page-1>.



proficiency status, six years for entry Level 2, five years for entry level 3, and four years for entry level 4.

Entry Proficiency Level	Maximum Years to Proficiency Attainment
Level 1	7 years
Level 2	6 years
Level 3	5 years
Level 4	4 years

Louisiana will administer the LEAP ELP Connect for the first time in the 2017-2018 school year. However, historical data on Louisiana's previous English language proficiency assessment (ELDA) illustrates that students on average require about four years to meet the exit criteria. The number of years to meet the exit criteria has historically varied by grade level, with younger students requiring less time.

#### *Results across grades 5-8*

School Year	Number of Years Since First EL Identification			Grade Level at First EL Identification		
	Average	Minimum	Maximum	Average	Minimum	Maximum
2012-2013	4.0	0	7	2.4	Pre-school	8
2013-2014	4.2	0	8	2.0	Pre-school	8
2014-2015	4.2	0	9	2.2	Pre-school	8
All	4.1	0	9	2.2	Pre-school	8

#### *Results per grade*

School Year	Current Grade Level	Number of Years since First EL Identification			Grade Level at First EL Identification		
		Average	Minimum	Maximum	Average	Minimum	Maximum
2012-2013	5	3.81	0	7	1.33	Pre-school	5
2012-2013	6	3.83	0	7	2.30	Pre-K	6
2012-2013	7	3.94	0	7	3.17	Kindergarten	7
2012-2013	8	4.65	0	7	3.53	Kindergarten	8
2013-2014	5	3.81	0	8	1.26	Pre-school	5
2013-2014	6	4.29	0	8	1.93	Pre-K	6
2013-2014	7	4.25	0	8	2.89	Pre-K	7
2013-2014	8	5.18	0	8	2.98	Kindergarten	8
2014-2015	5	3.53	0	8	1.56	Pre-school	5
2014-2015	6	3.90	0	8	2.18	Pre-school	6
2014-2015	7	4.65	0	9	2.42	Pre-school	7

2014-2015	8	5.09	0	9	3.06	Pre-K	8
All	5	3.71	0	8	1.39	Pre-school	5
All	6	3.97	0	8	2.16	Pre-school	6
All	7	4.25	0	9	2.86	Pre-school	7
All	8	4.95	0	9	3.21	Pre-K	8

Louisiana will establish annual student-level targets aligned to the timeline described above and based on a student's entry proficiency level. Following the first administration of LEAP ELP Connect in 2017-2018, Louisiana will establish a concordance table between the previous assessment (ELDA) levels and the new LEAP ELP Connect assessment levels in order to establish student-level targets on the new assessment. Student progress on LEAP ELP Connect will be measured for the first time in 2018-2019.

3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Louisiana will measure school success with English language learners in two ways:

1. Progress towards English language proficiency, as measured by the LEAP ELP Connect, will be included in the school accountability formula. This indicator is described in more detail in Section 4.
2. School performance the English language proficiency indicator and English learner subgroup results on all other school performance indicators will be publicly reported on school report cards, and used as one of the subgroups leading to potential school identification (i.e. targeted schools or Urgent Intervention Required).

As detailed in Section 4, schools will be held accountable for student progress on LEAP ELP Connect. Schools will be measured in the accountability system based on whether students fall short of, meet, or exceed their annual targets and/or meet the exit criteria. Additionally, the growth of English language learners on academic assessments will be recognized within the core accountability system like all other students.

Per ESSA, recently-arrived English language learners will participate in state English, math, science, and social studies assessments in addition to LEAP ELP Connect, but their state assessment results will be excluded from accountability in the student's first year in the United States, and will be included only in the growth index (described in detail in Section 4) for ELA and math in the second year with full inclusion of all results in year three. In addition, progress to English language proficiency as measured on LEAP ELP Connect will be included in accountability beginning in students' second year.



- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on I.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Because Louisiana recently finalized its English language proficiency standards, and because the aligned exam will be administered for the first time in 2017-2018, Louisiana will begin reporting on the percentage of students making progress towards English language proficiency beginning in 2018-2019. After an initial baseline year of results is available, Louisiana will work with stakeholders, the state's Accountability Commission, and BESE to establish ambitious long-term goals.

## **Section 2: Consultation and Performance Management**

### **2.1 Consultation.**

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*

2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

**A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

Following the posting of two draft ESSA frameworks, the LDE posted the draft ESSA state plan to its Internet [website](#) on February 20, 2017, and through a [press release](#) directed individuals to provide comment by emailing [essalouisiana@la.gov](mailto:essalouisiana@la.gov).

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Prior to the enactment of ESSA, the LDE had already begun to engage stakeholders about the state's remaining challenges and long-term goals with regard to early childhood through secondary education and beyond. With the enactment of ESSA, and with many shared goals including increased student achievement, elimination of achievement gaps across student subgroups, and a well-rounded education for all children, the LDE began to consider and consult with stakeholders about ways to achieve those goals not only in compliance with ESSA, but using the federal law and its authorized programs as an opportunity to support the development, implementation, and achievement of Louisiana's long-term education plan.

The LDE began communicating with stakeholders about ESSA and the development of a state plan to address shared goals immediately after it was signed into law, through public statements, email newsletters, and presentations at public meetings around the state. The agency disseminated guidance, draft regulations, Frequently Asked Questions, and other information with LEAs and other stakeholders as it became available, through email [newsletters](#), standing advisory council meetings, and other means.



In June 2016, the LDE held meetings with school leaders, education associations, business and community leaders, civil rights organizations, and advocacy groups to review the requirements of ESSA, to receive questions and feedback, and to consider ways in which to partner on the development of a state plan. The agency also added a section to its [website](#) devoted to ESSA where the public could learn more about ESSA, contact the LDE with questions or feedback, and view a draft timeline for the state plan development and submission.

In July and early August, State Superintendent of Education John White hosted regional public town hall-like meetings around the state to discuss ESSA and the development of Louisiana's state plan. These meetings were announced through media advisories, email newsletters, social media, radio, the LDE's website, announcements at state board meetings, and direct invitations to local education agencies and state, regional, and local stakeholder organizations. Thirteen such meetings were held, in every region of the state, with many individuals attending representing at least 200 identified school systems and organizations. Attendees included but were not limited to parents, educators, school leaders, elected officials, business and industry representatives, civic organizations, representatives of professional educator associations, post-secondary education leaders and faculty, representatives of the military, state and local health and social service agencies, and advocates for children with exceptionalities and English learners. Copies of sign-in sheets and materials presented are available on the ESSA [webpage](#). The LDE compiled a [report](#) at the conclusion of this statewide tour in order to summarize the conversations with stakeholders thus far, summarize feedback received, publicize next steps in the state plan development process, and inform the public of ways they could continue to engage in the process.

At the same time, the LDE intensified consultations with the state board and numerous state advisory councils comprised of diverse stakeholders. In August, BESE held a [retreat](#), open to the public, that focused on the identification of Louisiana's most pressing education needs and opportunities, ESSA, and the development of the state's education plan. LDE staff also began facilitating numerous discussions with the state's stakeholder-led, standing [advisory panels](#) that exist to advise LDE and BESE -- the Accountability Commission, Special Education Advisory Panel, Superintendents' Advisory Council, Nonpublic Schools Commission, and Early Childhood Care and Education Advisory Council. Additional conversations were held with numerous other state and regional partners, including but not limited to:

- Advisory Council on Student Behavior and Discipline
- American Federation for Children - Louisiana
- Associated Professional Educators of Louisiana
- Council for a Better Louisiana
- Deaf Grassroots Movement of Louisiana
- Democrats for Education Reform - Louisiana
- Equity in All Places
- Louisiana Association for Health, Physical Education, Recreation and Dance



- Louisiana Association of Business and Industry/Education and Workforce Development Council
- Louisiana Association of Colleges for Teacher Education
- Louisiana Association of Principals
- Louisiana Association of Public Charter Schools
- Louisiana Association of School Administrators of Federally Assisted Programs
- Louisiana Association of School Business officials
- Louisiana Association of School Superintendents
- Louisiana Association of Educators
- Louisiana Federation of Teachers
- Louisiana Board of Regents
- Louisiana Center for Afterschool Learning
- Louisiana Civic Education Commission
- Louisiana Council of Juvenile and Family Court Judges
- Louisiana Department of Children and Family Services
- Louisiana Department of Health
- Louisiana Developmental Disabilities Council
- Louisiana Library Association
- Louisiana Psychologists Association
- Louisiana School Boards Association
- Louisiana School Counselor Association
- Louisiana School Psychologists Association
- Louisiana Youth Advisory Council
- Representatives of Louisiana military bases and school administrators serving a majority of children of military-connected families
- Representatives of Louisiana native American tribes and tribal organizations
- Representatives of Louisiana advocacy organizations that serve historically disadvantaged students, including students with disabilities, English learners, economically disadvantaged families, and racial/ethnic minorities
- Louisiana Center for Children's Rights
- Southern Poverty Law Center
- Stand for Children Louisiana
- Urban League

Several stakeholders requested more detailed information in writing that would outline the state's priorities and possible options to address lingering challenges. In September, the LDE publicly released a [draft ESSA framework](#) that outlined five main challenges and incorporated initial input received from stakeholders during the statewide tour, in advisory council meetings, through individual meetings and conversations, and via the state's ESSA email address ([essalouisiana@la.gov](mailto:essalouisiana@la.gov)).



Throughout the winter, using the draft framework as a guide for deeper conversations, the LDE continued working with diverse stakeholders. The Accountability Commission, in particular, held nine lengthy public meetings leading up to the drafting of the ESSA state plan to consider very detailed accountability policy options for effectively addressing state's most pressing challenges, including but not limited to long-term goals and the inclusion of growth in the school performance score formula (methodology and weighting). State Superintendent White continued discussions with school board representatives, local superintendents, and charter school leaders in formal advisory council meetings and informal task force settings to discuss long-term goals, assessments, accountability, educator preparation and support, supports and interventions for low-performing schools, funding, and more. Additional meetings with the Louisiana Board of Regents, college and university system leaders, and deans of colleges of education were held to develop plans for increasing access and overall quality of dual enrollment and early college experiences for high school students. LDE senior staff continued working with the Special Education Advisory Panel regarding diploma pathways for students with disabilities and alternate standards ("Louisiana Alternate Assessment [LAA 1]"), aligned assessments, and inclusion in the state's graduation index and graduation rate. Similar conversations and collaborations took place with the state's professionals and advocates serving English learners as updated, aligned standards were developed and opportunities for supports through ESSA were identified. LDE senior staff also continued to work with a number of state professional and advocacy organizations explore opportunities within ESSA to support a well-rounded education and to emphasize fairness of access to rigorous courses and enriching experiences within the state's plan.

In order to explore opportunities to improve low-performing schools and schools with persistent challenges, the LDE convened a school redesign [summit](#) for local superintendents and their senior staff to meet and discuss needs and opportunities with proven providers from within the state and around the country. Over 40 providers attended the event to meet with representatives from 10 charter management organizations and 45 out of 69 school districts. The event enabled Louisiana's school district leaders to identify proven providers with whom they might partner to improve school and subgroup performance through comprehensive and targeted school improvement programs within ESSA.

Based on stakeholder engagement, collaboration, and feedback, the LDE released an updated and more detailed [draft ESSA framework](#) on February 6, 2017, to identify the most promising aspects of a state plan that had emerged. The framework was disseminated through a [press release](#), posted to the LDE's website, and presented to several audiences around the state. The public was again invited to share feedback prior to the draft state plan being posted for public comment on February 20, 2017.

Following the release of the second draft framework, the LDE continued to work with the state's Accountability Commission on detailed aspects of the school accountability system, and consultation continued with LEA leaders, policymakers, advocacy organizations, and other stakeholders.



The LDE sent to Governor John Bel Edwards and posted for public comment a first draft ESSA state plan on February 20, 2017, and requested formal feedback be sent to [essalouisiana@la.gov](mailto:essalouisiana@la.gov). On March 14, 2017, in response to updated guidance from the USDOE, the LDE posted a revised draft state plan. Governor Edwards offered preliminary [feedback](#) on the draft plan on March 24, 2017. A meeting was held shortly thereafter that included State Superintendent White, Governor Edwards' staff, members of the state board, and school superintendents.

On March 29, 2017, the state board held a special meeting for the purpose of considering the draft state plan. During the seven-hour public meeting, public comment was received from 115 individuals, including parents, educators, principals, superintendents, school board members, legislators, and representatives from professional educator associations, advocacy groups, and business and industry. As noted in the meeting [minutes](#), the board voted to endorse the draft state plan and directed the LDE to make several adjustments to address stakeholder feedback. Those adjustments related to the planned transition to higher academic expectations; public reporting on student achievement, growth, and subgroup performance; the use of Title I funds to support direct student services; consultation with school leaders throughout the spring and summer 2017 as the school quality/student success accountability indicator is fully developed; and continued dialogue regarding high school end-of-course tests in U.S. history and biology.

Following the BESE meeting, State Superintendent White and members of the board met several times shortly thereafter with representatives of the Governor, the leadership of the Louisiana Superintendents Association, and leaders of principal and educator associations to discuss the draft plan and the concerns that they had expressed. Additional meetings were also held with other advocates and civil rights organizations that expressed alternative views on those same issues. Final adjustments to the plan were made in an effort to address the feedback provided by all, while continuing to increase expectations for student achievement and increase public reporting of progress.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The LDE was able to obtain significant stakeholder input through its statewide tour, meetings of the state's education advisory councils, dozens of meetings with representatives of education associations and advocacy organizations, and direct correspondence through the LDE ESSA email address. The LDE released an initial [summary](#) of input obtained following the statewide tour and then released a first draft framework reflecting that input. Through meaningful consultations with the stakeholder-led Louisiana Accountability Commission and the various other advisory panels and stakeholder groups noted above, the LDE revised the framework and released a second draft framework prior to publishing the ESSA state plan for public comment on February 20, 2017.



The second draft framework included a number of revisions, updates, and additional detail, based on stakeholder feedback, as follows:

- **Challenge 1 - Mastery of Fundamental Skills:** Stakeholders weighed in on the manner in which the state would gradually raise expectations such that, by 2025, “A” rated schools have a majority of students scoring at “Mastery” on state assessments, achieving a high school graduation rate of at least 90 percent, and achieving an average ACT score of 21 or above. The state’s Accountability Commission and several stakeholder groups debated the advantages and disadvantages of gradually raising expectations over time versus a more immediate increased target. Ultimately, stakeholders recommended an immediate recognition of a more appropriate college- and career-ready standard with a short-term “curve” to ensure that, while schools are being held to higher standards, their scores do not initially plummet simply due to those higher expectations. This plan reflects that recommendation.
- **Challenge 2 - Supporting Historically Disadvantaged Students:** The LDE revised what was previously a progress point system for students achieving growth, but scoring below “Basic,” with a new model that motivates and rewards progress for all students. Based on stakeholder feedback, and endorsed by the state’s Accountability Commission, a new two-step model is set to first recognize acceptable levels of growth toward the new expectation of “Mastery,” and then to also recognize growth of students relative to their peers with similar characteristics and challenges. Additionally, based on requests from the state’s Special Education Advisory Panel and disability advocates, students with significant cognitive disabilities taking the LAA 1 alternate assessment who receive a diploma will be included in the high school cohort graduation rate.
- **Challenge 3 - Increasing Student Opportunities and Supporting Their Interests:** After meeting with several diverse stakeholder groups about a number of enriching courses and experiences needed to provide students with access to a well-rounded education, the LDE proposed making these priorities and opportunities the centerpiece of the state’s non-assessment school quality/student success accountability indicator. In addition to including access to the arts, world languages, and vigorous physical activity, and rigorous advanced coursework, the LDE added access to technology and students’ digital literacy as key priorities to incent and recognize in the school accountability system. The LDE is continuing to work with stakeholders to define excellence in each of these areas, determine how best to measure progress, and identify supports for LEAs (a discussion of intervention in schools with excessive out-of-school discipline is included in the section of this plan related to comprehensive and targeted intervention in struggling schools).
- **Challenge 4 - Strengthening the Educator Profession:** As the state board considered proposed regulations during the fall of 2016 to institute competency-based expectations for educator preparation programs as well as a full-year residency, the LDE responded to requests from providers as well as LEAs regarding possible costs and financial incentives to support teacher candidates as well as their mentors. The state committed to funding to support staff costs related to the transition of preparation programs, a \$2,000 stipend for



candidates completing yearlong residencies, and a \$1,000 stipend for mentor teachers hosting yearlong residents.

- **Challenge 5 - Support for Struggling Schools:** Based on feedback received from LEAs and several providers of school support and improvement services, on January 2017, the LDE hosted a [School Redesign Summit](#) to provide school system leaders with struggling schools an opportunity to network with potential partners and identify shared priorities. The state then announced planning grants to assist those LEAs with further exploration of possible partnerships to improve their schools eligible for comprehensive and targeted support and improvement. During this time, the LDE also engaged in extensive analysis of the state's struggling schools in order to more clearly identify the set of schools most in need and most likely to benefit from federally-funded supports and interventions.

Additional adjustments were made based on stakeholder input received in February and March 2017, following the release of the draft state plan and once again in response to directives of the state board. Refer to 2.1.B, Outreach and Input, above. Those adjustments included:

- **Transition to Higher Expectations:** Rather than “curving” school performance scores throughout the transition to higher expectations, Louisiana will immediately shift to defining “Mastery” as the state’s expectation for proficiency and will implement a simpler transition plan to support school systems in attaining the new expectation through 2025. Beginning in 2018, schools will earn an “A” (100 points) in the accountability formula for students scoring “Mastery” on LEAP/EOCs, for earning a 21 on the ACT and for a 90 percent or higher cohort graduation rate. Schools will earn a “C” (70 points) for students scoring Basic on LEAP/EOCs or an ACT/WorkKeys of 18/Silver. Individual indices will be updated next year (e.g., “Mastery” = 100, “Basic” = 70); however, the overall letter grade scale will be made easier in 2017-2018. The bar for earning an “A,” “B,” and “C” letter grade will rise in 2022 and one final time in 2025.
- **School Quality/Student Success accountability indicator:** This “Interests and Opportunities” accountability indicator will be measured through a “menu” approach that will allow LEAs to demonstrate a strong effort in a variety of ways. A working group predominantly made up of superintendents, principals, and other administrators, but also including experts and teachers in health, language, arts, and music, will develop long-term goals and valuable, fair ways to measure access to quality of student experiences. Louisiana’s Accountability Commission will then use the programmatic and curricular expertise of the workgroup to propose a method for scoring these desired outcomes fairly for all school districts. BESE will approve the method for use no later than the 2019-2020 school year, with the timeline being accelerated if the pace of progress is faster than anticipated.
- **Science and social studies testing in high school:** A commitment to develop a base of research and facts regarding the use of high school science and social studies assessments, specifically U.S. History and Biology, as factors in graduating from high school and in evaluating school performance. This research will consider practices nationally and internationally and evidence based on research of course assessments. The

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LDE will provide share this information with stakeholders by the end of April and then facilitate focus groups with science and social studies teachers, high school principals, district administrators, and higher education leaders at which the fact base will be discussed. Lessons gleaned from both processes will inform formal recommendations to BESE regarding the continuation, discontinuation, or modification of end-of-course assessments at the board's June 2017 meetings.

- **Direct Student Services:** Three percent of the state's Title I award will be set aside and distributed to LEA's using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer. When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.

**C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

When ESSA was signed into law, Louisiana Governor John Bel Edwards and many state lawmakers were just beginning their first terms. The state legislature immediately held three legislative sessions between February and June to address the state's budget deficit and other pressing state issues. The LDE, therefore, began robust consultations with the Governor's Office and other stakeholders about ESSA in summer 2017. Shortly thereafter, the Governor convened an ESSA advisory council charged with making recommendations to inform his review of the new law and the state's draft plan prior to submission. The LDE, the Governor's staff, and members of the Governor's advisory council regularly shared information and deliberated on many aspects of the draft state plan as it was being developed, through the Governor's advisory council as well as through other BESE and LDE advisory bodies and task forces on which they serve. State Superintendent White and his staff also consulted with the Governor and his staff individually to discuss specific policy considerations of stakeholder interest. The Governor's three appointees to the state education board also participated in several briefings and conversations by the LDE as the plan was being developed.



This draft state plan was submitted to the Governor for his review on February 20, 2017 and again on March 14, 2017, adding additional components requested by the U.S. Department of Education in guidance issued to states on March 13, 2017. State Superintendent White and members of BESE continued to meet with Governor Edwards and his staff in the month following his receipt of the draft state plan. Several adjustments to the plan requested by the state board during its March 29, 2017, all of which have been incorporated into this plan, are responsive to the Governor's feedback as well as that of other stakeholders. In particular, adjustments to Title I allocation methodology, the development of the Interests and Opportunities indicator, and the study of biology and U.S. history assessments, directly respond to specific policies addressed in writing by the Governor. Those adjustments are summarized in Section 2.1.B. above.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The LDE has support teams referred to as "networks" that consist of instructional coaches and other experts to support Louisiana's LEAs and their school leaders in the instructional planning and implementation process. The networks are responsible for working with each LEA to develop plans to address the needs of their students, in particular those students who are most at risk. Networks also ensure that those plans align with the state's identified [focus areas](#). The state engages local leaders in analyzing LEA and school level data, creating strategic plans and setting goals, reviewing the implementation of college and career-ready standards, vetting the alignment and quality of classroom resources, and regularly reviewing the implementation and effectiveness of the district's educator evaluation system. The results of this planning process are captured in the "Central Data" portion of the LEA's ESSA consolidated application. In this section of the application the LEAs identify their goals, key planning decisions, and activities that address the needs of their students.

The ESSA consolidated application for LEAs serves as their overarching plan, much like the state's long-term plan under ESSA. It is the vehicle by which they apply for state and federal funding. The process is designed to encourage all LEA program staff to work collaboratively to develop their own plans and to align each federal and state budgeted expenditure to the components of the LEA plan.



As a part of the approval process for LEA plans, the LDE has two levels of reviews, fiscal and programmatic. Fiscal reviews ensure that LEAs are properly coding expenditures for reimbursement purposes. Program reviews ensure that each budgeted expenditure aligns with the intent and purpose of the federal program requirements and verifies that all expenditures meet the reasonable and necessary accounting requirements. Once an LEA is approved at both levels of the fiscal and program reviews, the consolidated application moves on to the final fiscal review where maintenance of effort requirements are certified.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The LDE recognizes its duty as a state education agency to ensure all statutory and regulatory requirements related to federal education programs are followed and program activities, supports, and services are achieving intended outcomes. In order to gauge both compliance and effective program implementation, the LDE will engage in regular, targeted reviews of data and differentiate supports and interventions based on identified needs.

In the 2016-2017 school year, the LDE implemented a new risk-based monitoring system following extensive consultation with stakeholders and experts and a yearlong pilot. Prior to that time, a cyclical monitoring system was used in which the state followed a multi-year monitoring schedule. Not all LEAs were analyzed for monitoring every year, and for those that were selected, the monitoring process was a standard one. As concerns would arise outside of these scheduled times, targeted monitoring would be arranged, but were often very limited to program specific issues and not with broader considerations and implications taken into account. It was not unusual that in a given year, some LEAs would not be monitored at all and some would be monitored several times.

The new monitoring system allows for an evaluation of every LEA every year for all federal programs against a set of pre-determined risk indicators. These risk indicators are determined through annual consultation with stakeholders, experts, and LDE staff who lead the state's academic planning, accountability, and support structures. The monitoring process addresses compliance, academic performance growth (overall and by subgroup), and fiscal risks over a two-year period. Quartiles are used for ranking and assigning points in order to distribute a set of data into four equal groups. Risk indicators are weighted, assigned points, and ranked on a rubric. The application of this rubric yields a monitoring report card for each LEA that displays data and other relevant information used to make monitoring determinations. The rubric explains how risk indicators are weighted, displays points assigned based on the data and information analyzed, and concludes with rankings that place the LEA in low-risk, moderate-low, moderate-high, and high-risk categories for



monitoring purposes. The rubric, referred to as the monitoring report card (Appendix D), is also shared with LDE network teams to support coordination across the areas of program compliance and effectiveness in increasing student achievement.

Monitoring is then conducted and differentiated according to the level of risk, ranging from low intensity to high intensity. Monitoring experiences range from on-site monitoring at the most intensive level to self-assessments at the least intensive level. Comprehensive desk reviews are conducted at the moderate ranking level. The LDE utilizes state developed review protocols and self-assessment tools to ensure monitoring processes at every level are targeted, reliable, and consistent. Self-assessment results are submitted to the LDE for review and follow-up if required. The LDE may incorporate LEA staff interviews at any level of monitoring based on the discretion of the monitoring team leader. The LDE also reserves the right to make adjustments to the level of monitoring if concerns are elevated aside from this process. In some instances, cyclical monitoring may be necessary to monitor programs by which funding is provisional, competitive or discretionary.

LEAs must immediately develop and submit for LDE approval a corrective action plan for any findings of noncompliance. During the period in which the LEA is implementing the corrective action plan, the plan remains under the supervision of the LDE monitoring team, which regularly engages in conversations and collection of evidence to validate progress toward resolution. Throughout that time, LDE network teams assigned to support LEAs receive copies of corrective action plans so that they too can support and monitor progress, not only for compliance purposes, but also as part of a larger effort to ensure that all programs implemented by LEAs are achieving their goals relative to student outcomes. LEAs are also expected to brief their local school boards in open public meetings regarding any findings of noncompliance and corrective actions until all issues are resolved.

This new method of monitoring has eliminated a one-size-fits-all approach and now provides all LEAs with more timely opportunities to address non-compliance, improve program management, and ultimately increase student outcomes based on factors that have the greatest impact. The LDE will continue to work with stakeholders and experts to regularly review the effectiveness of this monitoring system in meeting the state's fiduciary responsibilities and ensuring maximum coordination toward the goals of college and career readiness for all Louisiana children.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.



The LDE provides a variety of resources, tools and support to help school systems improve. The cycle of support kicks off each spring with the release of the school system planning guide, which is designed to support school systems as they create academic plans for the following school year and leverage resources available by the LDE. The guide focuses on three areas:

- **Early Childhood:** Prepare every child for kindergarten
- **High Quality Classroom Teaching:** Develop high-quality teaching in every classroom from pre-K through 12th grade
- **High School Pathways:** Create a path to prosperity for every student

Going forward, the guide will include an Interests and Opportunities component, focused on providing every child with access to courses and enriching experiences that promote a well-rounded education and foster lifelong learning and talents. The guide as well as the collaborative planning process will also include ongoing reviews of data related to student behavior and discipline, including but not limited to chronic absenteeism and out-of-school suspensions and expulsions, prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts.

More specifically, the school system planning guide details the key planning decisions, resources, and funds to support each focus area above. School systems: 1) use the Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance and prioritize specific improvements for the following school year; 2) create a plan to implement projects and initiatives that will lead to prioritized improvements and align their budgets to fund key initiatives and projects; and 3) share their plan with key stakeholders, ensuring that each group (e.g. teachers, parents, community members) is clear on how the plan impacts them and the next steps they should take.

The LDE also provides resources, tools and professional development to LEAs, principals and teachers throughout the school year through regular meetings, phone calls, webinars, collaboration events and the Teacher Leader Summit. One hundred percent of school systems participate in one or more of these professional development opportunities. Collaboration events typically occur four times throughout the year in four locations across the state each time. Sessions vary depending on the audience (district supervisors, principals and Teacher Leaders), but generally focus on topics related to:

- Early childhood
- Teacher preparation and talent management
- K-12 curriculum, instruction and assessment
- Special education
- High school opportunities
- Education policy
- Teacher and principal professional development
- ELL and immersion education



- Grants and federal programs

Both the Teacher Leader Summit and the collaboration events focus on providing educators with concrete tools and resources to help district and school stakeholders with decisions they are making at a particular time of year. Resources include the district support calendar, which provides dates when the LDE will provide key resources and support, and planning guides, such as the District Planning Guide, the Principal Guidebook, and the High School Opportunities Guidebook, which help districts and principals set priorities and make funding decisions for the coming year.

The LDE also provides differentiated, one-on-one support to districts based on their individual goals and needs via the network teams. Each of the three network teams has one leader and approximately five coaches to carry out the initiatives of the LDE and provide consistent hands on support to school systems. Overall, network leaders and coaches are charged with the task of being the bridge that connects the efforts of the LDE to the LEAs. More specifically, they spend the majority of their week in the field helping district leaders outline goals, assessing the quality of districts' implementation, and providing support to help districts improve their student's academic performance. Additionally, network staff share information and data about where districts are excelling and where they need additional support with other teams, which informs the content covered in the aforementioned calls, webinars, and collaboration events for district leaders and principals.

Going forward, in an effort to align academic and budget planning, support the resolution of monitoring findings, and promote a well-rounded education, the LDE will expand the scope of collaboration events and refocus the role of network teams. Through regional and one-on-one support meetings, LDE staff will support LEAs in addressing their greatest needs, as revealed by the results of needs assessments, analyses of data, and monitoring reports, and targeting funds toward those needs. This work will include, but not be limited to, addressing chronic absenteeism, excessive out-of-school discipline, and other behavior and discipline related needs for all students and for student subgroups.

**D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

The LDE is committed to equipping every LEA with the necessary resources and tools to be successful, and network teams are a crucial piece of the differentiated support that the LDE provides. Each of the three regional networks consists of one leader and approximately seven coaches who support all 64 parishes across Louisiana. Network staff members spend the vast majority of their time in the field working one-on-one with LEAs and place special emphasis on working with historically struggling schools and LEAs. Networks' visits are differentiated and are tailored to meet



the individual needs of superintendents, principals and teachers. Throughout the school year, network leaders and coaches:

- Diagnose LEAs' specific needs by analyzing student performance results and conducting school visits;
- Help districts and schools set goals, plan and revise their plans based on particular gaps and trends;
- Provide individualized coaching to district staff and school staff;
- Connect district and school staff with additional resources, tools and professional development that meet their needs; and
- Monitor progress towards differentiated goals and priorities.

### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

**A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☐ No.

The LDE provides and hosts trainings on Sample Middle School Accelerated Plans, guidance for districts to accelerate students starting in either sixth or seventh grade. This guidance helps school systems provide students the opportunity to accelerate into Algebra I by eighth grade and ensures that the accelerated students have the opportunity to master all middle school standards.

In addition, the LDE is building a series of advanced math and STEM progressions to support student acceleration. This includes piloting courses in advanced statistics, engineering, and computer science. The LDE is working to build the curricular tools needed for these courses and will pilot with hundreds of teachers in the 2017-2018 school year, providing a year of professional development to prepare teachers to implement these advanced courses.

The LDE also provides incentives in the accountability plan for schools to accelerate students into Algebra I in middle school. In addition to earning assessment index points for the student's Algebra I score, middle schools earn up to 50 incentive points based on the student's proficiency level. The following table shows eighth grade enrollment in Algebra I and Geometry for the past three school years. Over 90 percent of those who took Algebra I demonstrated proficiency on the end of course Algebra I assessment.

Course Name	2014-2015	2015-2016	2016-2017
Algebra I	6431	6982	8153
Geometry	229	216	232
Total	6660	7198	8385

**B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Louisiana defines "languages other than English that are present to a significant extent in the participating student population" as those languages spoken by greater than 1% of all students statewide. In Louisiana, the only language meeting that definition is Spanish. Thus, Louisiana's math examination is provided in Spanish.

However, even for languages not meeting the state's definition, students may have the mathematics examination administered with a translator (e.g., Vietnamese). Additionally, standardized directions for all assessments are available in the seven most commonly spoken languages (Arabic, Cantonese, Mandarin, French, Spanish, Urdu and Vietnamese). Finally, a Limited English Proficiency Accommodation Form is available for providing accommodations to students with limited English proficiency in the classroom and on assessments.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The Louisiana Education Assessment Program (LEAP) 2025 for grades 3-8 and end-of-course (EOC) tests for high school have the mathematics sessions available in Spanish. Schools may translate the math assessment to any other language using a translator as needed (e.g., Vietnamese).

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not Applicable

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:



1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

As noted above, Louisiana does provide translated exams in Spanish, and the state's translation policy ensures all students' language needs are met, even for languages that are not present to a significant extent. The LDE will continue to monitor the frequency with which translators are used annually, as well as the annual population makeup of the overall state as well as specific LEAs. As populations change and needs arise, Louisiana will work with its assessment vendor to offer expanded translations.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

The LDE engaged advocacy organizations serving English language learners through the statewide ESSA listening tour and through individual meetings. Conversations focused on the ways in which they and the LDE can better partner to address the needs of EL students and their families as they receive information related to testing, student assessment results, school report cards, and more.

The LDE analyzed data to determine the predominant languages spoken by EL students and worked with vendors to translate testing instructions into multiple languages. The LDE also supports LEAs that may need the help of translators in additional languages.

Through its assessment hotline and through email, as well as through its annual survey to district test coordinators, the LDE will receive and respond to comments by the public and practitioners regarding the need for additional translated materials.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The LDE has been able to meet the vast majority of EL student needs through the above means, but will continue to consult EL advocacy organizations, educators, and the public to determine if additional supports are needed.

#### **Section 4: Accountability, Support, and Improvement for Schools**

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

#### 4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i) Academic Achievement	Elementary/Middle School Assessment Index, high school end-of-course (EOC) Index, ACT/WorkKeys Index	This indicator captures student achievement on grade 3-8 and high school state assessments (EOCs) in English language arts, math, science, and history, and on the ACT/WorkKeys in high school. The academic achievement indicators used by the LDE allow for objective, valid, reliable, and comparable results across LEAs in the state, as all assessments are scored following national best practices executed by expert assessment vendors and overseen by psychometricians. In addition, a Technical Advisory Committee (TAC) is utilized to address and resolve measurement and technical

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		<p>issues to ensure that assessments are valid and reliable. All students participate in the same assessments by grade level and subject. Test scores are used in the SPS as an index (average), which in turn makes results more reliable.</p> <p>Prior to calculation of school performance scores and subgroup performance, all data are reviewed and certified by schools and LEAs.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
ii) Academic Progress	Growth Index	<p>This indicator captures student growth on ELA and math grade 3-10 state assessments as measured by growth towards proficiency OR student growth percentile using Louisiana's nationally-recognized value-added model, which is detailed below in full.* Using this index for student growth relies on the same reliable, valid, and comparable assessment instruments used in the Academic Achievement Index, but it provides different information: how well a school helps its students grow from one year to the next.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
iii) Graduation Rate	Graduation Rate Index	<p>This indicator measures the four-year cohort graduation rate as outlined in federal regulations and in state board regulations. The rates</p>

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		<p>are comparable across Louisiana schools, as well as all other U.S. schools that calculate rates using federal guidelines.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
iv) Progress in Achieving English Language Proficiency	English Language Proficiency Indicator	<p>This indicator awards points for all English learners making annual progress toward attaining English language proficiency as defined by meeting exit criteria and/or meeting or exceeding annual targets based on a student's baseline proficiency level. This indicator will be included in the assessment index of every school beginning in 2018-2019 after implementation of Louisiana's new ELP assessment in 2017-2018. The progress to English language proficiency indicator used by the LDE allows for objective, valid, reliable, and comparable results across LEAs in the state as the LEAP ELP Connect was developed using an Evidence-Centered Design (ECD) framework with test items that are aligned to the Louisiana Connectors for English Learners. The specifications are tightly linked to the definitions of evidence that stem from the ECD process which ensures its reliability and validity. A description of how this indicator is included in the overall accountability system is included in Section 4.D <i>Annual Meaningful Differentiation</i>.</p>

v) School Quality or Student Success (all grade levels)	Interests and Opportunities	See full description below**
vi) School Quality or Student Success (middle schools)	Dropout Credit Accumulation Index	<p>This indicator measures credit accumulation through the end of 9<sup>th</sup> grade year (used to measure 8<sup>th</sup> grade schools). Bulletin 111.<sup>9</sup> This measure is not captured by performance on state assessments. Instead, it measures the degree to which middle schools have prepared students to be successful in high school based on their quality of work at the class level. Research shows that students who are under-credited at the end of the first year of high school are at-risk of not graduating on time.<sup>10</sup></p> <p>Students are only included in the DCAI if they are also full academic year in their ninth-grade year, which prevents middle schools from being penalized for students who exit early and cannot earn the required credits. The index includes a dropout penalty to encourage schools to take responsibility for assuring an uninterrupted transition to high school.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>

<sup>9</sup> Louisiana Board of Elementary and Secondary Education. (2016). Bulletin 11: The Louisiana School, District, and State Accountability System, §413. Accessed at <http://bese.louisiana.gov/documents-resources/policies-bulletins>.

<sup>10</sup> Allensworth, E. M. & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*. Consortium on Chicago School Research at The University of Chicago. Accessed at <https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>.



vii) School Quality or Student Success (high schools)	Strength of Diploma	<p>This indicator awards points based on the attainment of a high school diploma as well as post-secondary credit or credentials (i.e., more credits = higher points). It awards points for graduates who earn associate's degrees, passed AP/IB/CLEP exams,<sup>11</sup> earned credit in AP/IB/dual enrollment courses,<sup>12, 13, 14</sup> earned industry credentials,<sup>15,16</sup> graduated in 5 or 6 years, and completed a HiSET equivalency diploma. Unlike the graduation rate, this indicator recognizes the benefits to students when schools provide an array of opportunities for advanced coursework and credentials that promote a successful transition to college or a career.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>

<sup>11</sup> Murphy, D. & Dodd, B. (2009). *A Comparison of College Performance of Matched AP® and Non-AP Student Groups*. CollegeBoard. Accessed at <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2009-6-comparison-college-performance-matched-ap-non-ap-student-groups.pdf>.

<sup>12</sup> Warne, R. T., Larsen, R., Anderson, B., & Odasso, A. J. (2015). *The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores*. The Journal of Educational Research. Accessed at <http://www.tandfonline.com/doi/full/10.1080/00220671.2014.917253>.

<sup>13</sup> IB Continuum. Nd. *Key findings from research on the impact of IB programmes in the Americas*. Accessed at <http://www.ibo.org/globalassets/publications/ib-research/Research-IBA-en.pdf>.

<sup>14</sup> Hanover Research. (2014). *Dual Enrollment as a Bridge to Higher Education: A Research-Driven Perspective*. Accessed at <http://www.hanoverresearch.com/2014/09/24/dual-enrollment-as-a-bridge-to-higher-education-a-research-driven-perspective/>.

<sup>15</sup> Hyland, R. (2016). *It's Time to View Industry Credentials Through the Lens of Student Success*. The Evollution. Accessed at [http://evollution.com/revenue-streams/workforce\\_development/its-time-to-view-industry-credentials-through-the-lens-of-student-success/](http://evollution.com/revenue-streams/workforce_development/its-time-to-view-industry-credentials-through-the-lens-of-student-success/).

<sup>16</sup> Southern Regional Education Board. (2015). *Credentials for All: An Imperative for SREB States*. Accessed at <http://www.ccsso.org/Documents/2016/SREBCredentialsforAll.pdf>.

**\*ii) Growth Index (Academic Progress) (25 percent of elementary/middle score; 12.5 percent of high schools score)**

Louisiana is focused on ensuring that students ultimately achieve “Mastery” on state assessments, as this level of performance signals true mastery of fundamental skills. However, two additional questions are also important to consider when evaluating schools:

- If students are not yet achieving “Mastery,” are they on track?
- Are students outperforming similar peers?

Louisiana’s new growth index will consider both questions.

**Question 1: On Track to Mastery?**

First, it is a goal of elementary and middle schools to have all children achieving at “Mastery” by the eighth grade. Therefore, every student scoring below “Mastery” in grades three through seven will receive a simple, clear growth target for the following year that illustrates the scaled score growth required to be “on track” to scoring at the “Mastery” level by eighth grade in English language arts and in math. These clear targets will guide educator planning, but also provide parents – for the first time – with a clear, measurable, meaningful target for all students who are not yet proficient.

If students achieve the target, the school will earn 150 points, or an A+, for achieving the desired target in the growth index. However, if a student does not achieve the target, then Louisiana will consider the following second important question.

**Question 2: If not on track to Mastery, are students outperforming peers with similar needs?**

Using Louisiana’s value-added model, it is possible to compare students’ individual performance to that of peers – students with similar prior scores, students with similar attendance and discipline records, and even students with the same disabilities or income status where relevant.

As part of question 2, Louisiana will calculate an expected score for each student based on the characteristics described above. Then, student results will be ranked based on the degree to which individual students’ results exceeded or fell short of the expected scores. Schools will earn points based on students’ percentile rankings as compared to peers.

<b>Student Growth Percentile</b>	<b>Index Points</b>
80 to 99th percentile	150
60 to 79th percentile	115
40 to 59th percentile	85
20 to 39th percentile	25
1-19th percentile	0



How can high achieving students show growth? For students scoring Advanced (the highest possible rating) in the prior year:

- If they maintain a score of “Advanced,” the school automatically earns 150 points or an A+.
- If the student drops to “Mastery,” the school is awarded points based on the student’s performance compared to similar peers (Question 2).

For students scoring “Mastery” in the prior year:

- If the student scores “Advanced,” the school earns 150 points or an “A+”.
- If the student maintains a score of “Mastery,” the school earns 100 points or an “A” or the points awarded via Question 2, whichever is higher.
- If the student scores below “Mastery,” the school is awarded points based on the student’s performance compared to similar peers (Question 2).

The growth of all individual students will be averaged together – across two years – to calculate the final growth index which counts for 25 percent of the overall elementary/middle school score and 12.5 percent of the overall high school score.

Although Louisiana schools will continue to receive one official school letter grade that is inclusive of growth, the LDE will annually report, for informational purposes, a school letter grade equivalent based on achievement and also one based on growth. This additional reporting was requested by stakeholders who expressed the importance of parents, educators, and the public being able to easily understand the school’s overall achievement and as well as progress over time.

**v) Interests and Opportunities Indicator (will be 5 percent of all schools’ scores beginning in 2019-2020)**

Louisiana already has two non-assessment measures of school quality and student success included in its school accountability system. The first, the Dropout Credit Accumulation Index, applies only to schools with an eighth grade and measures credit accumulation through the ninth grade. The second, the Strength of Diploma Index, is included in the scores of all schools with a graduating class and provides an indicator of student participation and performance in rigorous coursework such as Advanced Placement, International Baccalaureate, and dual enrollment, as well as receipt of rigorous career credentials. In addition to these existing indicators, Louisiana will add a third non-assessment measure called the Interests and Opportunities Indicator.

A voluminous series of rankings and reports, as well as self-reported data from Louisiana school systems, indicates that some Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important for a productive and healthy life after high school. Education should involve the development of interests, habits, and relationships that endure after high school, yet too often the opportunities for young people to develop in these ways are sparse.



The interests and opportunities indicator (five percent of each school's score) will measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents, including visual and performing arts, foreign language, technology, co-curricular activities, advanced coursework, health/PE, career pathways, etc. Per BESE's motion, this will be measured through a "menu" approach that will allow districts to demonstrate a strong effort in a variety of ways. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.

All elementary and middle settings should offer every Louisiana student access to quality visual and performing arts,<sup>17</sup> foreign language instruction,<sup>18</sup> technology consistent with current standards,<sup>19</sup> and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence.

High schools should offer all Louisiana students access to all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

A workgroup comprised of superintendents, principals, educators, practitioners, and experts will provide 2025 goals for this component and will identify fair ways of measuring access to these quality student experiences. Louisiana's Accountability Commission will use the programmatic and curricular expertise of the workgroup to propose a method for scoring these desired outcomes for all schools. BESE will approve the measure in advance of the 2019-2020 school year.

Based on stakeholder feedback, the LDE will adhere to the following timeline for implementation:

- Summer 2017: Convene workgroup
- 2017-2018: Collect all data necessary
- Summer 2018: Outline pilot index for measuring success
- 2018-2019: Pilot interests and opportunities indicator for all schools; report publicly with no consequences; BESE approves measure
- 2019-2020: Interests and opportunities indicator included in school performance scores

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<sup>17</sup> American Institutes for Research. (2016). Arts Integration: A Promising Approach to Improving Early Learning. Accessed at <http://www.wolftrap.org/~media/files/pdf/education/arts-integ-brief-2016-final.pdf?la=en>.

<sup>18</sup> American Council on the Teaching of Foreign Languages. (2015). Studies Supporting Increased Academic Achievement. Accessed at <https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting>.

<sup>19</sup> U.S. Department of Education, Office of Educational Technology. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. Accessed at <https://tech.ed.gov/files/2017/01/NETP17.pdf>.



## **B. Subgroups.**

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

Louisiana's major student subgroups include those who are economically disadvantaged (71%), identified as white (45%), identified as black/African American (43%), have disabilities (12%), identified as Hispanic/Latino (6%), are English learners (3%), identified as homeless (2.3%), and are military-affiliated (reporting to begin in 2017-2018).

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Louisiana has not included students formerly classified as a student with a disability in its "students with disabilities" subgroups. However, beginning in 2017-2018 and beyond, Louisiana will include any student currently classified as having a disability and any student formerly classified as having a disability (in any of the prior two years) in the overall subgroup.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

The LEP subgroup will include former LEP students for two years after they are no longer considered LEP according to state regulations. These two years coincide with the two years that students are monitored after they exit LEP status. These students will not count toward the minimum "n" for the LEP subgroup.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:
  - ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
  - ☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
  - ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

## **C. Minimum Number of Students.**

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students

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consistent with 34 C.F.R. § 200.17(a).

Louisiana will continue with its minimum “n” of ten students for reporting subgroups of students, as has been the practice in Louisiana historically and as has been long-approved per Louisiana’s accountability workbook and Louisiana’s ESEA waiver. An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

- ii. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Not applicable

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

- iv. Describe how other components of the statewide accountability system, such as the State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Louisiana does not use averaging to calculate or report subgroup performance.

Although the use of a low minimum number assures that a greater percentage of students are included in accountability, it does risk a higher standard of error. However, the consequences attached to subgroup performance require two or more years of low performance, which lowers the risk of over- or under-identifying schools with low-performance.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Louisiana employs disclosure avoidance techniques whereby all subgroup data tied to assessment and performance are suppressed. Counts representing less than 10 students are identified by a <10 and subsequent cells of disaggregated data will be redacted. Additionally, Louisiana will utilize complementary suppression when the number that has been suppressed can be calculated using other

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information in the row or column.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

In Louisiana, a school performance score is calculated for every school with 40 units, which is approximately 10 total students taking four tests each. Each subject test taken by a student is valued as one unit, and each graduation cohort member is valued at four units. The result is that nearly all (99%+) small school populations are included in the accountability system. Just 15 school sites were excluded in 2015-2016 and 13 in 2014-2015 due to insufficient data.

Furthermore, even if a subgroup cannot be reported because it represents fewer than 10 students, all students from that subgroup are still included in the overall accountability result. The students who are identified in the table below from the 2015-2016 school year were excluded only for subgroup calculations due to privacy concerns, but were included in the overall school scores.

	<b>Total Participants</b>	<b>Number Excluded from Subgroup Reporting ONLY (Students were still included in the overall school score)</b>	<b>Percent Excluded</b>
All Students	348,502	1,626	0.5%
White	160,373	989	0.6%
African American	153,414	1,514	1.0%
Hispanic	19,932	2,493	12.5%
Native American	2,415	501	20.7%
Asian	25,130	1,628	6.5%
Students with Disabilities	38,606	1,011	2.6%
Limited English Proficient	9,201	2,115	23.0%
Economically Disadvantaged	249,622	1,499	0.6%

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the

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system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not Applicable.

**D. Annual Meaningful Differentiation.** Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Louisiana’s ESSA draft framework proposes three critical shifts in the design of the accountability system.

1. Ensuring an “A” in Louisiana’s letter grade system signals mastery of fundamental skills. This will be achieved by raising expectations for what is required in order for a school to earn “A”-level points based on student achievement and attainment.
2. Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers. This growth index will replace the current progress point system.
3. Adding an Interests and Opportunities measure the extent to which each school is supporting a well-rounded education (five percent of score).

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

*Elementary/Middle School Assessment Index and High School End-of-Course Assessment Index (Including English Language Proficiency)*

Recognizing Louisiana’s lingering challenges, the state will continue the practice of weighting English language arts and math assessments twice, and weighting science and social students once in grades 3-8 for all students.<sup>20</sup> The Assessment Index comprises 70 percent of elementary school scores, 65 percent of middle school scores, and 12.5 percent of high school scores. The Assessment Index awards points a graduated scale of points, beginning at level 3 (Basic), such that an “A”

<sup>20</sup> Schools receive a zero for any instance of nonparticipation thereby ensuring the required participation rates.

school is one that is on track to meet Louisiana’s long-term goal of students scoring level 4 (“Mastery” or above).

In April, the LDE will develop a base of research and facts regarding the use of high school science and social studies assessments, specifically U.S. History and Biology, as factors in graduating from high school and in evaluating school performance. This research will consider practices nationally and internationally and evidence based on research of course assessments. The LDE will then facilitate focus groups with science and social studies teachers, high school principals, district administrators, and higher education leaders at which the fact base will be discussed. Lessons gleaned from both processes will inform formal recommendations to BESE regarding the continuation, discontinuation, or modification of end-of-course assessments at the board’s June 2017 meetings.

Louisiana will include a measure of English learner progress towards English language proficiency beginning in 2018-2019 as outlined in more detail later in this section.

Louisiana uses a consistent averaging method across all schools, and the assessment index can (and is) disaggregated by subgroup.

<b>Achievement Level</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
Advanced / Level 5	150	150
Mastery / Level 4	125	100
Basic / Level 3	100	70
Approaching Basic / Level 2	0	0
Unsatisfactory / Level 1	0	0

#### *Progress to English Language Proficiency*

Louisiana is committed to:

- (a) measuring the progress to English language proficiency for ALL students who are English learners, and
- (b) to ensuring that indicator is weighted proportionally within the overall accountability calculation.

The policies surrounding accountability of schools for English proficiency reflect these values

Following the first administration of LEAP ELP Connect in 2017-2018, Louisiana will create a concordance table between the previous assessment (ELDA) levels and the new LEAP ELP Connect assessment levels in order to establish student-level targets on the new assessment. Student-level targets will vary based on students’ baseline proficiency level, with a maximum of seven years to



reach proficiency and fewer years for students with a higher baseline aligned to the state-determined timeline defined in A.4.iii.c.1.

English learners achieve English language proficiency when they are able to demonstrate language skills at a level sufficient to participate in and learn from grade-level instruction, communication and activities in each of the four language domains (Listening Speaking, Reading and Writing). This is defined as achieving scores of Level 4 or 5 on all four language domains on LEAP ELP Connect.

The progress to English language proficiency indicator used by the LDE allows for objective, valid, reliable, and comparable results across LEAs in the state as the LEAP ELP Connect was developed using an Evidence-Centered Design (ECD) framework with test items that are aligned to the Louisiana Connectors for English Learners. The specifications are tightly linked to the definitions of evidence that stem from the ECD process which ensures its reliability and validity.

EL student progress on LEAP ELP Connect for all EL students will be measured and included in school accountability across all LEAs and the SEA for the first time in 2018-2019. Schools will earn up to 150 points in the elementary/middle school and high school assessment indices for each English learner who meets exit criteria and/or meets or exceeds his or her student-level performance target. All ELs in all grades are included in the calculation, regardless of N size. In other words, the assessment index calculation will be as follows:

$$\text{Assessment Index} = \frac{\text{All Academic \& ELP Test Units} \times \text{Academic \& ELP Points Earned}}{\text{Total Academic \& ELP Test Units}}$$

The ELP indicator will be weighted by six such that it is equal to the weight of all academic units (ELA x2, math x2, science, and social studies) to ensure proportional representation for English learners. For example, if 100 percent of students in a school were English learners, the progress to ELP indicator would make up half of the total Assessment Index.

A key difference between ELA and math (and other assessments) is that ELs will be included in the all students group irrespective of whether or not there are a sufficient number of ELs to create a separate subgroup. Using an EL progress index included as a separate weighting step excludes all EL progress in schools that do not meet the minimum N because there is no All Students group as a fallback option. By including the EL progress indicator directly into the academic indicator (assessment index), ELs will be included in every case in the All Student calculations. Given that the majority of schools do not meet the minimum (fewer than one-third) including EL progress ensures that all EL progress is monitored and counted towards a schools overall monitoring.

Minimum N size would cause the majority schools to be excluded from EL progress monitoring. Also, attempting to reduce the minimum N sufficiently to include as many schools as possible decreases the reliability and stability of the index and risks student privacy, especially as Louisiana's n-size is already 10. Including EL progress directly into academic achievement increases the overall

number of assessments used in that indicator, increasing both the reliability and stability. It also ensures that EL is included at the maximum weight.

Including EL progress directly into academic achievement explicitly places the importance of EL progress assessment results on par with ELA and mathematics assessments as EL progress results contribute equally to other assessments in the calculation.

Additionally, so long as the minimum n-size is reached (10), EL performance will be reported directly on the school report card to identify a line item for EL progress. This would be the same as if results were calculated in separate indices.

Directly including EL progress within the Assessment Index ensures the EL representation is commensurate with the proportion of ELs in the school. In contrast, a separate index would only in rare cases be equal to the proportion of ELs in a school. Using a separate index, when the number of ELs is below the minimum N, the weight is zero. Additionally, when the number of ELs results in their representation being greater than the weight of the separate index, EL representation in the overall model will be less than the proportion of ELs in the school. Including EL progress within the Assessment Index as proposed creates a continuous weighting scheme from zero ELs to 100 percent ELs.

#### *ACT/WorkKeys Index*

Louisiana measures the college and career readiness of all students by requiring access to the ACT for all juniors in Louisiana. Additionally, students may take the WorkKeys. Students' highest results through their grade 12 year are included in the school's ACT/WorkKeys index – worth 25 percent of all high school scores.

Louisiana uses a consistent averaging method across all schools, and the ACT/WorkKeys index can (and is) disaggregated by subgroup.

<b>ACT Composite/WorkKeys</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
0-17	0	0
18/Silver	100	70.0
19	102.8	80.0
20	105.6	90.0
21	108.4	100.0
22	111.2	103.4
23	114	106.8
24/Gold	116.8	110.2
25	119.6	113.6
26	122.4	117.0



27	125.2	120.4
28	128	123.8
29	130.8	127.2
30	133.6	130.6
31/Platinum	136.4	134.0
32	139.2	137.4
33	142	140.8
34	144.8	144.2
35	147.6	147.6
36	150.4	150

#### *Dropout/Credit Accumulation Index*

The transition from middle school to high school is of great importance to reducing students' likelihood to dropout and increasing their likelihood to graduate on time.<sup>21</sup> Therefore, schools with an eighth grade are held accountable for the successful transition of students to high school, as measured by Carnegie credits earned through the end of ninth grade. This measure, used since 2013, is worth only five percent of middle school scores but it encourages thoughtful transition planning across schools and further encourages middle schools to offer credit-bearing courses earlier.

Louisiana uses a consistent averaging method across all schools, and the Dropout/Credit Accumulation Index can (and is) disaggregated by subgroup.

<b>9<sup>th</sup> Grade Credits Earned</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
7 or more	150	150
6.5	150	125
6	150	100
5.5	125	75
5	100	50
4.5	75	25
4 or less	50	0
3rd year 8th grader	25	0
Dropout	0	0

<sup>21</sup> Allensworth, E. M. & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*. Consortium on Chicago School Research at The University of Chicago. Accessed at <https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>.



### *Cohort Graduation Rate Index*

The cohort graduation rate index measures the percentage of the cohort graduating in four years, per federal rule and consistent across all schools. It is included as 25 percent of the score for high schools. The points awarded based on cohort graduation rates are such that schools must be on track to Louisiana's long-term goal in order to earn an "A". The cohort graduation rate index can (and is) disaggregated by subgroup.

<b>Cohort Graduation Rate</b>	<b>2017-2018 and beyond (100 = 90%)</b>
0-75%	$CGR \times 0.9$
76-90%	$CGR \times 1.111112$
91-100%	+5 points per percent increase (91=105, 92=110)

Students with disabilities pursuing a diploma through traditional TOPS University or Jump Start Career Pathways are factored into the accountability system based on the same criteria and with the same weights as their non-disabled peers, and students assessed using the LEAP Alternate Assessment, Level 1 (LAA 1) are included in the graduation index for the year in which they graduated or the year in which they exited, whichever is first.

### *Strength of Diploma Index*

The strength of diploma index measures not just whether a student receives a diploma, but the strength of the diploma received. For example, graduating having passed an AP exam indicates a much greater likelihood of success in postsecondary.<sup>22</sup> It is included as 25 percent of the high school score.

Louisiana uses a consistent averaging method across all schools, and the strength of diploma index can (and is) disaggregated by subgroup.

<b>Cohort Graduation Outcomes</b>	<b>Index Points</b>
HS Diploma plus Associate's Degree	160
HS Diploma plus (a) Passing AP/IB/CLEP score OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus	110

<sup>22</sup> Murphy, D. & Dodd, B. (2009). *A Comparison of College Performance of Matched AP® and Non-AP Student Groups*. CollegeBoard. Accessed at <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2009-6-comparison-college-performance-matched-ap-non-ap-student-groups.pdf>.

(a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB      OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET plus any Jump Start credential	40
HiSET	25

### *Academic Growth*

Louisiana will measure student growth on English Language Arts and math assessments in grades 3-10 using the growth index methodology previously described. The Growth Index will count as 25 percent of the score for elementary and middle schools, and 12.5 percent of the score for high schools.

Louisiana uses a consistent averaging method across all schools, and the growth can (and will be) disaggregated by subgroup. Points are awarded as follows:

Student Growth	Points Awarded
Advanced (Level 5) in current and prior year	150
Mastery (Level 4) in prior year and current score is on track to reach Advanced by 8th grade (elementary/middle schools) or 10th grade (high schools)	150
Basic (Level 3) or below in prior year and current score is on track to reach Mastery by 8th grade (elementary/middle schools) or 10th grade (high schools)	150
If student did not earn points above, points are awarded based on the student's value-added growth percentile.	
80 to 99th percentile	150
60 to 79th percentile	115
40 to 59th percentile	85
20 to 39th percentile	25
1-19th percentile	0

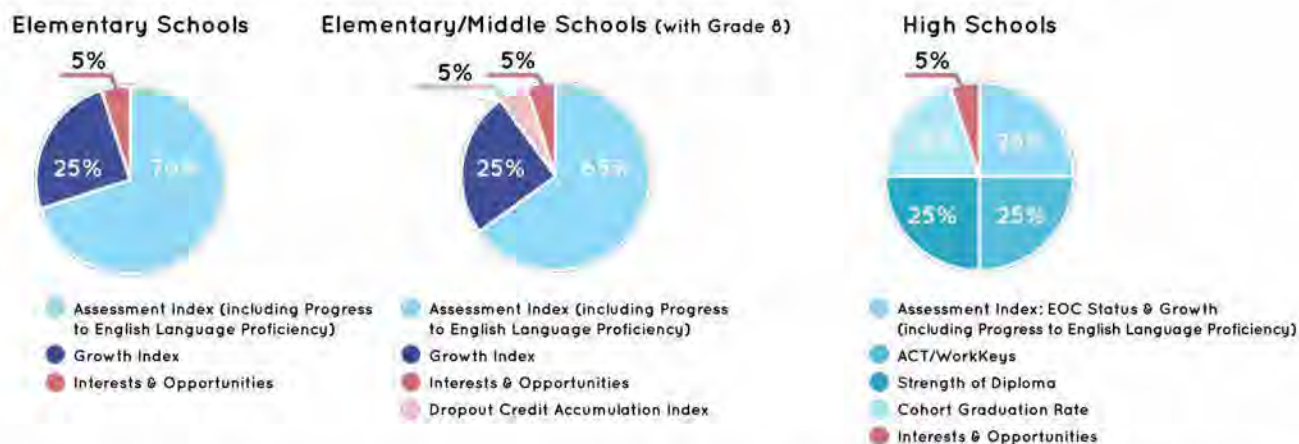


### *Interests and Opportunities Indicator*

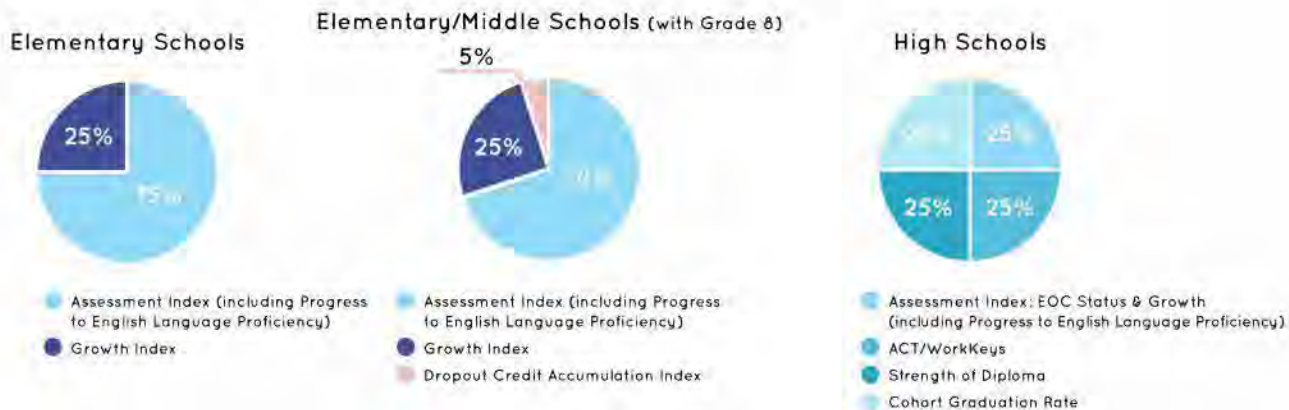
The interests and opportunities indicator (five percent of each school's score) will serve as Louisiana's school quality/student success indicator and will be fully developed in advance of the 2019-2020 school year with significant stakeholder input. The specific measurement has not yet been defined. However, it will be measured consistently across all schools and will allow for disaggregation by subgroup.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

Please refer to the response to the previous question, the answer to which is graphically depicted below. When a school does not meet the minimum n-size for an indicator, the school is measured only on the available indicators (e.g., if a high school does not yet have a graduating class, they will be measured on ACT/WorkKeys and EOCs until such time that the graduation measures can be utilized).



The interests and opportunities measure will not be included within annual results until 2019-2020. Until the interest and opportunities measure is added, the assessment index will be worth 75 percent for elementary schools and 70 percent for schools with an eighth grade.



iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Schools receive a School Performance Score of 0-150 based on the calculations described above. School Performance Scores translate to letter grades based on the following scale.

Beginning in 2017-2018 (and through 2021)

School Performance Score	Letter Grade
90.0-150.0	A
75.0 – 89.9	B
60.0 – 74.9	C
50.0 – 59.9	D
0-49.9	F

Beginning in 2021-2022 (and through 2024)

School Performance Score	Letter Grade
95.0 – 150	A
80.0 – 94.9	B
65.0 – 79.9	C
50.0 – 64.9	D
0-49.9	F

Beginning in 2024-2025 and beyond

School Performance Score	Letter Grade
100-150	A
85-99.9	B
70-84.9	C
50-69.9	D
0-49.9	F



Going forward, local school systems will be expected to increase communications with students' parents and the public about school performance, including the public posting of school report cards on school and district websites and advertised public meetings to discuss school performance and any improvement efforts underway.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

#### *Public School Choice*

Louisiana will continue its longstanding policy of requiring LEAs to offer public school choice to schools that F-rated ("academically unacceptable"). The LEA must notify parents of school choice options by the beginning of the school year, offering more than one choice if more than one school is eligible to receive students. The LEA must take into account the parents' preferences among the choices offered, or the LEA may allow parents to make the final school selection decision.

#### *Schools Identified for Comprehensive Support and Improvement*

In Louisiana, any Title I school rated "D" or "F" in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year will be classified as a comprehensive support school – labeled "comprehensive intervention required" – in a given year. Louisiana will begin identifying schools for comprehensive support in 2017-2018.

#### *Schools Identified for Targeted Support and Improvement*

All schools demonstrating subgroup performance (those with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be a "D" or "F" rating for an entire school population, will be identified and reported as "Urgent Intervention Needed" for that subgroup. Though no interventions will be legally required in the district's consolidated plan, this system allows for both public and in-school awareness of needs to be addressed.

All schools having subgroup performance at the equivalent of an "F" rating for two consecutive years will be identified and reported as "Urgent Intervention Required" (Louisiana's identification for targeted schools). Any such school will be eligible for school improvement (targeted) funds and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.



Additionally, schools exhibiting persistent excessive out of school discipline--defined as approximately twice the national average<sup>23</sup>--will be considered for identification as targeted support and improvement. Specifically, elementary/middle schools with three consecutive years of out-of-school suspension rates above five percent and high schools with three consecutive years of out-of-school suspension rates above 20 percent will be identified.

Schools will first be identified for required Urgent Intervention, or targeted support, in 2018-2019. Schools that do not exit targeted support for a period of three years will be identified as requiring Comprehensive Intervention.

#### *Substantial Weighting of Indices*

The LDE is proposing an accountability system that puts forth an assessment index and a growth index as the two substantially weighted indicators for elementary and middle schools, and an end-of-course (EOC) test, status and growth index, ACT/WorkKeys index, strength of diploma index, and cohort graduation rate as the substantially weighted indicators for high schools.

Because of the substantial weighting of these indicators over other indicators (e.g. the dropout credit accumulation index for schools with an eighth grade and the interests and opportunities index for all schools), schools that show low performance of these substantially weighted indicators will be significantly more likely to be identified for comprehensive or targeted support and improvement. It is highly unlikely that a school's overall letter grade would change simply because of the dropout credit index or the interests and opportunities index.

#### *Results of Schools to Be Identified*

As Louisiana transitions to higher standards, F-rated elementary/middle schools under the 2017-2018 and beyond standards have an average of 13 percent of students scoring "Mastery" or above, and D-rated schools average 21 percent of students scoring "Mastery" or above. Students in schools rated "D" or "F" grade are often falling behind their peers, and, on average, fewer than one in four students is on track to reach "Mastery" by eighth grade.

High schools rated "F" under the 2017-2018 and beyond standards had just two percent of students scoring Excellent on the four-level EOC assessments and 42 percent of students graduated in four years. High schools rated "D" averaged seven percent of students scoring Excellent and 66 percent of students graduated on time.

- v. **Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

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<sup>23</sup> The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.schooldisciplinedata.org/ccrr/index.php>.



The state maintains student enrollment in a statewide student information system. In accordance with ESSA and in order to maintain a valid system of school accountability, all students who are enrolled in grades three through eight by the first week of testing are required to participate in testing. For high school, all students who complete a class for which there is an end-of-course (EOC) test must take the corresponding EOC test. All high school students must take the English II and Algebra I tests by the third year of high school enrollment. (NOTE: This will shift to the English I test for students entering high school in 2017-2018 and beyond). For the calculation of the school and district performance scores, when students who are required to participate in state testing fail to do so, the school receives scores of zero on all relevant indices (status and growth). The zero is factored into the calculation of the school performance score.

- vi. **Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

Louisiana does not use averaging to calculate or report subgroup performance. Averaging is only used in the calculation of the participation rate. To determine if a subgroup meets the 95 percent participation rate test, Louisiana calculates the participation rate of students within the subgroup during the current year, during the current and previous year (a two-year aggregate), and during the current year and two previous years (a three-year aggregate). The highest of the three rates is used to determine if the subgroup has met the participation criteria.

- vii. **Including All Public Schools in a State's Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- a. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Schools that have no grades assessed are paired with another school, and they receive the same school performance score and letter grade that is assigned to the paired school. Schools that open with no assessed grades, but are adding a grade level every year, are subject to accountability when they have a testing grade.

- b. Schools with variant grade configurations (e.g., P-12 schools);

Louisiana has three school types: K-8 schools (any combination of grades from K to 8), high schools (any combination of grades from 9 through 12), and combination schools (at least one grade from K-8 and one grade from high school). The combination school has a school performance score calculated for the K-8 student population and a school performance score calculated for the high



school student population. These scores are combined using a weighted average, with weighting based on the percentage of the population represented in each of the two scores.

- c. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. §200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. §200.20(a), if applicable;

Schools with fewer than 40 units do not receive a school performance score or letter grade. A unit is defined as a single subject test for assessment. A student who takes four subject tests contributes four units. Additionally, each graduation cohort member of a school counts as four units. The assessment results for these schools are reported publicly if there are at least ten students in a grade.

- d. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

ESSA provides an opportunity for states to reconsider the way they measure and report on the performance of alternative schools that serve traditionally disadvantaged student populations with unique needs. Quality alternative education can provide students who are struggling or who have left their traditional school an opportunity to achieve in a new learning environment. The LDE will convene a study group of key external stakeholders representing local school systems, student and family advocacy organizations, student behavior and discipline experts, and juvenile justice stakeholders during spring 2017 in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools.

- e. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. §200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Schools receive accountability determinations in the first year of operation based on all reportable indices, so long as they have 40 test units. For example, the high school performance score is based on four indices, which are equally weighted as 25 percent of the score; for high schools without a graduation cohort, assessments would carry greater weight in the school performance score.

## 4.2 Identification of Schools.

### A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

In Louisiana, any Title I school rated “D” or “F” in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year will be classified as requiring Comprehensive Intervention, making it a comprehensive support school in a given year. Schools will be added to the list on an annual basis. They will first be identified in 2017-2018. Schools labeled “Urgent Intervention Required” may not earn an “A” overall letter grade. Additionally, schools that do not exit the Urgent Intervention Required category for a period of three years will be identified as needing Comprehensive Intervention. Based on 2014, 2015, and 2016 school accountability results and draft simulations of the 2018 accountability model, an estimated 17 percent of schools could be identified as needing Comprehensive Intervention.

Going forward, local school systems will be expected to increase communications with students’ parents and the public about school performance, including the public posting of school report cards that identify the school as needing comprehensive or targeted support on school and district websites. School systems will also be expected to convene public meetings to discuss improvement efforts to address the needs of schools identified as requiring comprehensive support and intervention.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

A school will have to achieve a C-rating for two consecutive years in order to be exited from comprehensive support and improvement.

### B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).



All schools having subgroup performance (those with subgroup N=10 or higher) at the equivalent of a “D” or “F” rating will be identified and reported as “Urgent Intervention Needed,” though this does not have a legal bearing on the LEA’s consolidated plan.

All schools having subgroup performance at the equivalent of an “F” rating for two consecutive years will be identified and reported as “Urgent Intervention Required” (Louisiana’s identification for targeted schools). Any such school will be eligible for school improvement (targeted) funds, through a competitive process, and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.

Based on 2015 and 2016 school accountability results and draft simulations of the 2018 school accountability model, 7 percent to 43 percent of schools meeting the minimum N size would be identified as needing Targeted Support and Improvement.

Subgroup Identification	Students with Disabilities	Racial/Ethnic Minorities	Economically Disadvantaged	English Learners	Any Subgroup
Total Urgent Intervention Required	503	104	96	59	550
Percent Urgent Intervention Required	43%	8%	7%	23%	42%

Additionally, schools exhibiting persistent excessive out of school discipline--defined as approximately twice the national average<sup>24</sup>--will be considered as requiring at least Urgent Intervention. Specifically, elementary/middle schools with three consecutive years of out of school suspension rates above five percent and high schools with three consecutive years of out of school suspension rates above 20 percent will be identified.

Schools will be added to the list on an annual basis. Schools will first be identified as Urgent Intervention Required for the 2018-2019 school year. Schools that do not exit this identification status for a period of three years will be identified as needing Comprehensive Intervention.

Consequences attached to subgroup performance require two or more years of low performance, which prevents over-identification or under-identification of subgroups.

<sup>24</sup> The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.school disciplinedata.org/ccrr/index.php>.



- ii. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Schools with low-performing subgroups of students will be identified annually using the methodology described above for “consistently underperforming” subgroups.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

To exit the Urgent Intervention Required category, schools must not have any subgroup scores that are performing at the equivalent of an “F” rating and must have an out-of-school suspension rate above the relevant standard for identification as needing Targeted Support and Improvement for two consecutive years.

#### 4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Louisiana will award a significant portion of the state’s seven percent set-aside to make competitive grants to LEAs with the strongest plans for school redesign according to the research standards entailed in ESSA. Each LEA with a school identified as needing Comprehensive Intervention will submit one plan describing the goals, strategies and monitoring processes it will use to address the challenges at all of its schools identified as needing such support.

In reviewing LEA plans in order to award school improvement funds, the LDE will prioritize those that propose to partner with a proven provider that is capable of supporting improvement in the areas identified through a comprehensive needs assessment. Already, the LDE has hosted a School Redesign Summit, attended by proven non-profit operators and support organizations from across the nation, for purposes of due diligence by LEAs in Louisiana. The LDE and BESE have also already issued a series of planning grants to LEAs in the nascent phases of partner selection and plan creation. In selecting potential partners, LEAs will be expected to ensure and codify through a multi-year agreement the alignment of goals, holistic supports to be provided, clear performance metrics to determine effectiveness, and roles of each party.



Each school identified as being in need of comprehensive support and improvement will have a point of contact at the LDE—the Regional Turnaround Support Manager (RTSM). The RTSM will manage a portfolio of LEAs to monitor for effectiveness of implementation. The RTSM will be responsible for ongoing site visits, will receive ongoing reports from the school and the LEA and will monitor the improvement of students within each school designated as in need of comprehensive support.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

In school systems with a significant number or percentage of schools identified for comprehensive or targeted support and improvement, the LDE will support school leaders in building a plan for improvement based on unique needs. That support could include, but is not limited to, completing a comprehensive needs assessment, advising on system-wide resource allocation, identifying effective support partners, and building a plan for system-wide management of the improvement plan. The needs assessment will be based on unique school system and school profiles that will disaggregate each subgroup's performance in key academic areas. The LDE will then run a competitive grant each year to support the most promising plans to support the learning of targeted student subgroups.

As school systems develop these plans, the LDE will provide focused resources for each subgroup. This will include a framework of support for each unique subgroup, a definition of excellence within that framework, key resources to support improvements in that subgroup, and recommended high quality support providers who can help districts improve that sub-group's performance. School systems will be able to, but are not required to, leverage the tools and support providers the LDE recommends as they build their plan and submit proposals for the competitive funding opportunity.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

In Louisiana, a school that is F-rated ("academically unacceptable") for four consecutive years is eligible for placement in the state's Recovery School District (RSD). This allows the LDE and BESE



to enact a diverse set of strategies for radical school improvement in the schools where conventional improvement strategies have not generated needed gains.

In New Orleans, the RSD, in partnership with the Orleans Parish School Board, has created new charter schools of choice in place of historically struggling traditional schools using one of the strongest charter school authorization practices in the country.<sup>25</sup> Tulane University's Education Research Alliance and Stanford University's Center for Research on Education Outcomes (CREDO) have published studies validating the impact of charter schools in Louisiana:

"Compared to the educational gains that charter students would have had in a traditional public school, the analysis shows on average that students in Louisiana charter schools make larger learning gains in both reading and mathematics. This amounts to 50 more days of learning in reading and 65 more days in math." -- Stanford University's Center for Research on Education Outcomes<sup>26</sup>

"The performance of New Orleans students shot upward after the reforms. In contrast, the comparison group largely continued its prior trajectory. Between 2005 and 2012, the performance gap between New Orleans and the comparison group closed and eventually reversed, indicating a positive effect of the reforms of about 0.4 standard deviations, enough to improve a typical student's performance by 15 percentage points... We are not aware of any other districts that have made such large improvements in such a short time." -- Tulane University<sup>27</sup>

As of July 1, 2018, New Orleans turnaround charter schools authorized by BESE will be placed under the charter authorization of the Orleans Parish School Board, allowing for a novel reinvention of school governance in that city, for a competition of decade-long cycle of state-led intervention, and for the lessons of New Orleans to be applied, in different ways, to varying environments experiencing similar changes.

In Baton Rouge, for example, the LDE and RSD have created the Baton Rouge Achievement Zone, a focused public-private partnership to create schools of choice as either replacements for or alternatives to persistently struggling schools. The Zone includes 14 charter schools authorized by BESE, with ongoing expansion through schools authorized at state and local levels. Partners to state and local authorized involved in the Achievement Zone include Building Excellent Schools, Celerity

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<sup>25</sup> National Alliance for Public Charter Schools (2015). "Measuring Up: A Tool for Comparing State Charter School Laws and Movements." Accessed at <http://www.publiccharters.org/get-the-facts/law-database/states/LA/>.

<sup>26</sup> Center for Research on Education Outcomes. (2013). *Charter School Performance in Louisiana*. Accessed at [https://credo.stanford.edu/documents/la\\_report\\_2013\\_7\\_26\\_2013\\_final.pdf](https://credo.stanford.edu/documents/la_report_2013_7_26_2013_final.pdf).

<sup>27</sup> Harris, D. N. (2015). *Good News for New Orleans: Early Evidence Shows Reforms Linking Student Achievement*. Education Next. Accessed at [http://educationnext.org/files/ednext\\_XV\\_4\\_harris.pdf](http://educationnext.org/files/ednext_XV_4_harris.pdf).



Schools Louisiana, Collegiate Academies, Democracy Prep, Friendship Schools, Geo Prep Academy, Idea Public Schools, Inspire Charter Schools, and Thrive Academy.

In Shreveport, the LDE and RSD have partnered with the Caddo Parish School Board to create the Transformation Next Zone, a network of the 14 lowest performing schools in the district. The Transformation Next Zone has a designated leader and an advisory board that oversees the establishment of Zone goals and monitors progress towards those goals in open, public meetings. The Zone also creates optimal and unprecedented conditions for school improvement through transparent performance objectives, high levels of principal autonomy and decision making, radical incentive pay for effective principals and teachers, and adoption of the research-based Teacher Advancement Program (TAP) model of school improvement.

Each year, the RSD will re-evaluate the state's most chronically failing schools and determine the strongest path to successful intervention in each context.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Pursuant to the requirements of ESSA, the LDE will periodically review resource allocation to support school improvement in each LEA that has a significant number of CSI and TSI schools. To the extent practicable, the LDE will address any identified inequities in resources that are having a negative impact on those schools and their students. Reviews will be conducted to examine equitable per pupil expenditures, distribution of staff, and access to high quality prekindergarten, enriching experiences, and rigorous coursework.

The LDE conducts a number of regular reviews to examine equitable resource allocation and provides related information to school leaders and the public. Pursuant to [Act 310](#) of the 2009 Regular Session of the Louisiana Legislature, the LDE annually publishes school-level information on per-pupil expenditures, a breakdown of expenditures by category (e.g. instruction, administration, transportation) and average staff salaries. The [reports](#) also provide a side-by-side comparison of LEA expenditures compared to state averages.

In order to address the equitable distribution of educators, the LDE published an educator equity [profile](#) comparing certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. This profile led to the development of an [educator equity plan](#) to guide the work of the state and LEAs in ensuring that students have equitable access to capable educators. The LDE produces annual workforce reports for use by LEAs and the



LDE network teams that includes equity gap data, and annually calculates and publicly reports equity gaps.

Through state laws enacted beginning in 2012, the LDE now has oversight over all publicly funded early childhood programs in the state and has organized them into community networks around the state that are coordinated at regional and local levels by a designated lead agency. The LDE produces and publishes [profiles](#) that illustrate both access and quality of early childhood programs within each community network. Each network receives a rating that is based 50 percent on CLASS scores and 50 percent access for at-risk four year olds. The profiles also include an indicator showing the percentage of at-risk three year olds served. The state then oversees a system of coordinated enrollment within each community network, designed to give all eligible families access to available openings. Community networks access funding, including federal preschool expansion grant funds, from each of the state's early childhood programs through a coordinated funding request. An overview of the coordinated enrollment and funding systems can be accessed [here](#).

Going forward, the LDE will also annually provide superintendents, principals, and charter school leaders with information regarding students' access to enriching experiences and rigorous coursework, including but not limited to the arts, world languages, vigorous physical activity during the school day, college-level courses, and workforce-based training leading to an industry credential. Progress in increasing access and reducing disproportionality will make up five percent of a school's performance score as measured in the state's school and district accountability system. The LDE will annually publish data on these measures as well as chronic absenteeism and out-of-school discipline. LEAs may use Title I and Title IV funds to supplement local and state funds in addressing these needs.

## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

As part the LDE's ongoing effort to strengthen the educator workforce, the SEA will use Title II funds to support the development and expansion of yearlong teaching residencies that result in



certified teachers and leaders. Funds will be used to support stipends and training for mentor teachers, support for educator preparation providers, and other costs associated with yearlong teaching and leadership residencies.

Teacher preparation programs in Louisiana play a key role in ensuring access to effective educators: over 70 percent of the teachers prepared in Louisiana go on to teach in Louisiana. Yet a [2014 survey](#) of over 6,000 teachers and administrators from teacher preparation programs across the state found that many teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed, 50 percent indicated they were not fully prepared for the realities of a classroom, 41 percent indicated they were not prepared to teach students how to read, and 42 percent indicated they were not prepared to teach students with diverse needs.

Based on extensive stakeholder engagement following that survey, including focus groups conducted across the state, the LDE identified key areas for improvement, including the expansion of a statewide effort to align teacher preparation programs with LEA needs so that Louisiana programs better prepare pre-service teachers for the partner schools' expectations, and so that the certification areas in which teachers are prepared meet rural LEA workforce needs.

The need for stronger alignment between teacher preparation and schools' expectations for teachers is evident in a number of areas, including schools' focus on using student achievement data to set learning goals and analyzing data to inform instruction and monitor progress toward those goals.

In addition to the need to align preparation to meet expectations in schools, pre-service programs are not preparing enough teachers in every content area to meet staffing needs. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs to recruit in these subject areas. Sixty-seven percent of LEA leaders report that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools, while 48 percent of preparation program faculty members say they do not get enough information about LEA staffing needs to inform recruiting and selection. In 2015-2016, out-of-field or uncertified teachers taught 20 percent of secondary math and science classes and 23 percent of special education classes in Louisiana public schools. As reported in Louisiana's Equity Plan, and as evidenced in the equity data reported in this plan, schools with high percentages of economically disadvantaged and/or minority students are more likely to be taught by uncertified or out-of-field teachers.

Principals and LEA leaders agree that stronger alignment with preparation programs will help promote a strengthened educator workforce, including more equitable access to effective educators. When asked what supports and tools would be most helpful in terms of teacher recruitment and retention, 70 percent of principals statewide identified "support in developing or building relationships with teacher preparation programs."



In response to these challenges and opportunities, in 2014 Louisiana launched the [Believe and Prepare](#) program, designed specifically to strengthen pre-service preparation by providing aspiring teachers with more time to practice through yearlong residencies under the tutelage of expert mentors, and to better meet LEA staffing needs. This program is centered on close partnerships between LEAs and preparation programs in order to improve preparation and produce more qualified candidates. Believe and Prepare includes 41 Louisiana school systems and 24 preparation providers, and has impacted 1,204 aspiring and mentor teachers and over 26,000 students statewide. Through this grant program, districts and their preparation partners have been awarded a total of \$4.89 million to prepare aspiring teachers through full-year teaching residencies, build a cadre of trained mentor teachers, and meet staffing needs in high-need areas, such as special education.

Based on the success of the [nationally recognized](#) Believe and Prepare pilots, and based on a significant body of [research](#), BESE adopted in October 2016 landmark regulations concerning the preparation of aspiring teachers. These regulations will provide teacher candidates with a full-year classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide them with the knowledge and skills needed for their first day of teaching.

The changes, backed by the Louisiana Board of Regents (BoR), were informed by two years of public discussion and input through over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. Teacher candidates admitted into programs in the 2018-2019 year will be the first cohort to experience the required yearlong residency and new competency-based curricula.

The regulations are accompanied by a plan from the LDE for financial support for school systems and preparation programs that includes immediate support through:

- \$7.3 million in transitional funding through 2019 for university administration costs, teacher resident stipends, and mentor teacher stipends and training. The source of funding will include IDEA and Title II funds, in addition to state funds.
- Funding for rural school systems and their preparation partners through the LDE's five-year, \$66.8 million Teacher Incentive Fund (TIF) grant.

Long-term funding commitments include the use of state's Title II set-aside to support stipends and training for mentor teachers.

**B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.



Yes, the SEA will use Title II funds to support the State's strategies to improve educator preparation programs but supporting the development and expansion of yearlong teaching and leader residencies.

As noted in 5.1.A, Louisiana is on a multi-year path to substantially strengthening educator preparation. This includes a statewide policy mandate for all teacher preparation programs to offer a yearlong teaching residency and competency-based design by July 2018.

The Louisiana [competencies](#) for initial teacher certification, adopted by BESE in October 2016, define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program beginning in July 2018. The competencies were developed in collaboration with content experts, elementary and secondary educators, and postsecondary education leaders. Preparation providers and their school system partners will co-construct preparation experiences that develop these competencies through quality practice experiences, including a yearlong teaching residency.

In order to solicit feedback on the teacher preparation competencies from current educators, teacher educators, and parents, the LDE partnered with Louisiana State University's Public Policy Research Lab to develop and administer a feedback survey. For each of the competencies, respondents were asked if competencies identified essential knowledge and skills for teaching all students and could be measured through performance with students and through impact on student learning.

The competencies are aligned to current expectations for students and teachers and are broadly focused on the aspiring teachers' ability to:

- Design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting;
- Communicate and collaborate with students, colleagues, families, and community members to support students' learning and development.

The competencies specifically include expectations relative to:

- Aspiring teachers' ability to serve students with special needs in a regular education setting, a priority consistently indicated by the Special Education Advisory Council;
- The need for new teachers to be culturally responsive in their teaching practice.

Subject-specific competencies were developed for content areas in which the state has adopted new standards for students or in which there has been significant development over the past several years. These areas include: Early Childhood, English/Language Arts, Mathematics, and Special Education.

To support preparation providers and their LEA partners, the LDE has organized and will continue to organize biannual Believe and Prepare community meetings. These convenings of preparation

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leaders and their PK-12 partners have included sessions led by Louisiana preparation providers and by national experts in teacher preparation, including the [U.S. PREP National Center](#) and Teacher Prep Inspection-US (TPI-US). Sessions are focused on establishing strong district-preparation partnerships, and on developing competency-based teacher preparation programs that include a yearlong teaching residency. [Meeting materials](#) are publicly available.

Title II, Part A funds will be one source of funding for this ongoing program of support. Preparation providers that partner with high-need rural LEAs participating in the LDE's TIF grant will receive additional funds and a tailored program of support from the U.S. PREP National Center.

In addition to supporting teacher preparation providers and their district partners through Believe and Prepare community meetings, the LDE has piloted the [inspectorate model](#) with ten of Louisiana's 27 teacher preparation providers. The teacher preparation inspectorate model, which has been in place in the United Kingdom since 1984, focused on the preparation experience—the content of program coursework, the connections the program makes to practice, the quality of feedback candidates receive. The program inspection offers actionable feedback that providers can use to ensure all new Louisiana teachers are prepared to teach all students effectively from day one of their teaching careers.

During a program inspection, a team of four to five trained, experienced preK-12 educators and teacher educators work for three to four days to gather evidence and provide feedback on the four key aspects of the teacher preparation experience. Inspection team members consider the following guiding questions as they observe courses, candidates' and program completers' teaching, interview faculty and partner school leaders, and review existing program documentation: How well are preK-12 students learning in classes led by a program's student teachers and recent graduates? How well do programs ensure that candidates learn the content and teaching skills needed for successful practice? How much is the program learning about its own performance—and what steps are being taken to improve it? At the end of each day while on site, the team holds a team meeting to discuss the day's evidence. A program representative attends each meeting in order to offer clarifications when needed and stay fully apprised on the inspection process and findings.

At the conclusion of the inspection, the collected evidence is combined and compared to identify program performance patterns—to ensure judgments capture typical aspects of the program across multiple pieces of relevant evidence. For example, evidence gathered through an interview with the principal of a recent elementary program completer, observation of a Teaching Reading course for elementary candidates, and state reading assessment results for student of recent completers are used to reach a judgment about the program's elementary teaching methods instruction.

Upon completion of the inspection and while on site, the inspection team leader provides an oral summary of findings and follows up within a month of the on-site inspection with a brief written report.



The LDE has secured philanthropic funding commitments in order to expand this pilot to ten additional preparation providers in Louisiana. Additionally, the inspection model is under consideration as a significant component of Louisiana's accountability system for teacher preparation providers.

To continue their commitment to improving teacher quality in Louisiana, BESE and BoR have been charged with developing an accountability system for teacher preparation providers in order to provide preparation leaders with information for improvement, and potential students and employers with information regarding program quality. BESE and BoR established a committee in fall 2016. The committee consists of local and national teacher preparation and PK-12 education experts, and was facilitated by Dr. Robert C. Pianta, Dean of the Curry School of Education at the University of Virginia. After meeting throughout the 2016-2017 year, the committee has offered recommendations relative to the establishment of a multi-measure, Higher Education Act-compliant accountability and improvement system for teacher preparation providers, to be phased in over five years, starting in 2017-2018.

The proposed accountability system for teacher preparation providers includes an on-site review modeled on the inspectorate system, which has been piloted across the state, and will take into account the value-added results of teacher preparation program completers. Significant weight will be given to the extent that teacher preparation providers meet state workforce needs. Specifically, teacher preparation providers will be rewarded for placing yearlong teaching residents in rural and high-need schools, and in high-need subject areas. BESE is expected to consider related regulations in summer 2017, after several months of public discussion.

**C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

- ☒ Yes. If yes, provide a description of the educator growth and development systems below.  
☐ No.

Title II funds will be used to offer differential compensation and training for mentor teachers, who play a key role in preparation and induction.



## 5.2 Support for Educators.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

**A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i. Increase student achievement consistent with the challenging State academic standards;

The LDE has a clear and concrete set of beliefs that informs all work regarding student achievement. Classroom instruction is most impacted by three components: curriculum, assessments, and teacher professional development around curriculum and assessments. Many classrooms, schools, and districts in the country treat these as separate components. The underlying theory of action at the LDE and the basis for all academic work is that these three components must be tightly aligned for maximum impact on student learning.

The LDE places particular emphasis on the importance of curriculum as it drives the day-to-day interactions between students and the disciplinary content. Recent studies show that high quality curriculum can have significant positive impacts on student achievement and the benefits are even greater for weaker teachers.<sup>28,29</sup> Following the adoption of rigorous academic standards, the LDE led the nation in conducting extensive, detailed curriculum reviews. These reviews support school systems in choosing quality, aligned curriculum. The LDE also provides training and support to school systems around both the specific curriculum reviews and strategic implementation of quality curriculum. These efforts have led to over 80 percent of systems choosing high quality curriculum in math and/or ELA.

In addition to ensuring local education agencies have access to the highest quality instructional materials, teachers, principals, and other school leaders should spend a majority of their time learning how to effectively implement those materials to ensure all students improve academically. To ensure teachers, principals, and other school leaders have access to professional learning based on high-quality curriculum, the LDE developed a [curriculum implementation scale](#). This [scale](#) identifies the levels of implementation, including setting a vision for the highest level of implementation, and includes details about the scaling of professional development that supports

<sup>28</sup> Boser, U., Chingos, M., and Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the most Bang for their Curriculum Buck. Center for American Progress. Accessed at <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>.

<sup>29</sup> Jackson, C.K., and Makarin, A. (2016). Can Online Off-The-Shelf Lessons Improve Student Outcomes? Evidence from A Field Experiment. Accessed at <http://www.nber.org/papers/w22398>.



implementation of high-quality curriculum. Principals and other school leaders use this scale to increase their awareness of their current level of curriculum implementation and identify steps for improving the implementation. The LDE has also provided a series of trainings during supervisor and principal collaborations around the use of this scale. The trainings incorporate case studies for principals and other school leaders to have examples and non-examples of quality professional development of high-quality curriculum implementation.

Assessments and data from assessments are often the driving force behind school, district, and state-level instructional decisions. The LDE recognizes the importance of having high quality, aligned assessments readily available to all teachers, schools, and school systems as well as the importance of classroom, school, and district-level assessments aligning to the quality curriculum being used daily in the classroom. It has historically been challenging to locate assessments that meet these criteria. Therefore, the LDE created an assessment system (LEAP 360) that includes quality assessment items available to all classroom teachers in the state, and diagnostic and interim assessments available to all districts in the state. These assessments, where applicable, have been aligned to the quality curriculum chosen by a large majority of school systems in the state.

As described in detail below, the LDE strategically provides professional development to school systems around quality curriculum and the quality assessment system available to teachers and school systems. In addition, the LDE supports school systems and schools in aligning their own professional development plans to ensure the system (curriculum, assessments, and professional development) is strategically coherent.

- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;

The LDE provides resources and support for more than 5,000 Teacher Leaders – approximately three teachers per school across Louisiana. Teacher Leaders, who are selected by their school and/or school system, receive monthly newsletters, participate in webinars, and attend quarterly collaboration events and the annual Teacher Leader Summit where they receive information and training on curricula and tools provided by the state. Teacher Leaders are charged with sharing what they learn at state webinars and in-person meetings and trainings with other teachers at their schools.

Teacher Leader Advisors, a subset of approximately 80 Teacher Leaders, also are engaged in reviewing instructional materials, writing interim assessment items, and leading trainings. By doing so, they plan an instrumental role in creating resources and tools to support fellow educators while also receiving rich professional development to improve their own practice.

In 2016-2017, the LDE released the professional development vendor guide to help LEAs identify organizations that can provide content-and curriculum-focused professional development to their teachers. The LDE invites those vendors to present at regional collaboration events held throughout the year and at the LDE's Teacher Leader Summit held annually in June. This helps reduce the overall cost of training for individual districts and it gives teachers, principals, and other school



leaders the chance to test out the training to ensure it appropriately fits their needs before investing in the training.

To increase the availability of high-quality professional development for teachers that is focused on content and curriculum in 2017-2018, the LDE is planning provide: 1) professional development modules focused on helping teachers implement curriculum effectively; 2) training for 300-500 local content leaders trainings who would re-deliver the content modules capitalizing on districts' pre-existing structures (professional development days, professional learning communities, etc.). These local content leaders would potentially receive a certification through the vendor to legitimize the process and make it more attractive to teachers while also incentivizing districts to send teachers to all parts of the training. The LDE would pilot this plan with TIF districts in year 1 and then expand to at least 50 percent of districts in 2018-2019.

The LDE provides educators with the Compass system, which includes processes for principal and teacher goal setting, observation and feedback. It is designed to facilitate the professional growth of principals and teachers, thus increasing the academic achievement of students. Educators reflect and act upon questions such as the following: How do we know if all students are growing academically toward meeting or surpassing a year's growth? What evidence do we have that all teachers are increasing their capacity and thus improving student learning as a result of analyzing student work and adjusting instruction to meet the needs of their students? What tells us that opportunities for strong collaboration and professional growth, in regard to content and curriculum-based strategies, are impacting student achievement?

Goal-setting among principals and teachers takes the form of Student Learning Targets (SLTs). Academic achievement goals are established for students based on their achievement history and a diagnosis of where they begin a new school year in regard to their level of mastery of essential knowledge, skills, and standards. The LDE provides teachers with goal setting templates and strong models for SLTs, the format for which has teachers determine student readiness for learning and formatively assess student progress throughout the course of the school year. Diagnostic and interim assessments for this purpose are made available by the LDE to all school systems in the state. Individual student growth, in relation to rigorous goals aligned to high quality curriculum, is the expected outcome. The LDE provides principals with data about student achievement and growth of similar schools, which allows them to plan for and implement high quality professional development focused on content and curriculum and also create growth targets for their schools.

The observation and feedback cycle is enhanced by the LDE empowering districts and schools to make decisions about implementing observation rubrics based on critical reflection of their needs. This may include but is not limited to the need for content specific pedagogy, improving goal setting and measuring progress along the way, or encouraging the development of a pipeline of leaders. By providing choice and tools and resources for support, like the Louisiana Principals' Teaching and Learning Guidebook, school systems can focus on improving quality and effectiveness.



To ensure that the process of goal setting and the observation and feedback cycle produce results, the LDE provides opportunities for principals to participate in a fellowship program designed by the National Institute for School Leadership (NISL). This is an example of intensive professional development for school leaders throughout the state who engage in learning twice each month for sixteen months, focusing on topics such as being a driver of change, a strategic thinker, a coach and mentor, and a visionary leader. The first cohort included 130 administrators from 26 districts with the second cohort including 112 administrators from 27 districts.

Another example of leadership development provided to school leaders is the ability for districts to implement TAP, The System for Teacher and Student Advancement. This system's structures for creating multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation, are proven to produce results. Currently, 40 schools representing 11 local education agencies participate in the TAP system.

- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

As previously mentioned, the LDE provides resources and support for more than 5,000 Teacher Leaders – approximately three teachers per school across Louisiana, who, in turn, disseminate those resources and support to their peers. Driven by its success, the Teacher Leader program has grown over time and will continue to expand in the future. Increasing the number of Teacher Leaders will not only mean that more teachers are receiving resources and professional development directly from the LDE, but it will also have an exponential effect given the role that each Teacher Leader plays in expanding the web of support for peers at their schools and in their districts who are not identified as Teacher Leaders.

The LDE also plans to expand the number of Teacher Leader Advisors to include those focused on creating and reviewing resources and professional development for special education, science and ELL.

Based on the successes of principals who have participated in the Principal Fellowship and schools that have excelled as a result of being part of the TAP system, the LDE plans to expand these programs.

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.



The LDE has a demonstrated commitment to identifying and providing instruction for students with different exceptionalities. Students respond to each learning task based on their level of academic readiness and personal interest, as well as their unique learning profile. The LDE's approach, under continuous refinement, is to endow teachers and leaders with skills to identify the specific strengths and needs of individual students and determine the "just right" entry point for teacher planning and instructional delivery.

The focus of the LDE's current work is in supporting educators to provide full access to the content they teach to students, with multiple pathways for making sense of that content and for demonstrating learning mastery. Specific work that the LDE is undertaking includes better supports for early and accurate identification of students with needs. This includes piloting streamlined and high quality screening instruments and providing better guidance to school systems to implement these tools. In addition, the LDE will provide improved supports for early identification of students before they arrive to kindergarten.

Instructionally, the LDE is providing curricular supports created for guidance in English language arts. The LDE has created a complete grade 3 through 12 English language arts curriculum and is currently disseminating embedded modifications for struggling readers and English language learners. These embedded modifications allow teachers to provide more meaningful and differentiated instruction to students, provides teachers the tools immediately for their classroom, and models a more integrated experience for all students, allowing faster access to on level content where appropriate. In addition, the LDE has released and will continue to deepen a host of remediation resources for educators in mathematics. This includes self-led and teacher-led instructional tools for students who are behind grade level in elementary and middle school and unique courses in high school for students who arrive significantly behind level or with unique disabilities. Through ongoing professional development for teachers and leaders and a broad and deep cache of instructional materials, teachers are better prepared to deliver research-based, scaffolded instruction. The work, which has originated in aligning standards and providing access for English language learners and students with the most pronounced exceptionalities, will ultimately serve all teachers across the instructional continuum. From the smallest adjustments such as providing hooks to inspire student interest in a topic, to deeper alterations such as planning alternative activities and differentiated learning artifacts, teachers and leaders will be equipped to champion individualized learning in the everyday classroom.

While the identification routines employed by the state are effective and continuously improving, the supports enumerated above will provide the additional benefit of prioritizing ongoing assessment for student learning. More formative checks for understanding will provide teachers and leaders with real-time data they need to assess progress and plan for making the most of individual student strengths and interests. This system for ongoing assessment turns from global categorization of students to identifying specific standards-aligned gaps in the knowledge and skills being called upon for successful mastery. In doing so, these data support teachers in identifying issues and making



decisions about that which is required for student mastery – whether additional time-on-task, teaching through multiple modalities, or remediation in fundamental content and skills.

### 5.3 Educator Equity.

Definitions. Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher	An ineffective teacher is any teacher who received a transitional student growth rating <sup>30</sup> of Ineffective or Effective: Emerging
Out-of-field teacher*+	An out-of-field teacher does not hold a license in their current teaching assignment. Teachers who work in charter schools are not included in this category because charter schools are not required to hire certified teachers.
Inexperienced teacher*+	An inexperienced teacher is any teacher in their first year of teaching in the classroom.
Low-income student	Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.
Minority student	Student who is a member of a minority race or ethnicity (African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native)

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

**B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

**C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;

<sup>30</sup> Transitional student growth data are calculated using a value-added model.

- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

This information can be accessed at <http://www.louisianabelieves.com/resources/library/closing-the-equity-gap>.

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The rates at which low-income and minority students are taught by ineffective teachers are *lower* than the rates at which non-low-income/non-minority students are taught by ineffective teachers.

- The rate at which minority students are taught by ineffective teachers is 9.44 percentage points lower than non-minority students.
- The rate at which low-income students are taught by ineffective teacher is 8.98 percentage points lower than non-low-income students.
- The rate at which minority students are taught by out-of-field teachers is 7.98 percentage points higher than non-minority students.
- The rate at which minority students are taught by inexperienced teachers is 7.66 percentage points higher than non-minority students.
- The rate at which low-income students are taught by out-of-field teachers is 5.70 percentage points higher than non-low-income students.
- The rate at which low-income students are taught by inexperienced teachers is 5.46 percentage points higher than non-low-income students.

The rates at which low-income and minority students are taught by out-of-field and less experienced teachers are attributable to recruitment and retention challenges disproportionately faced by school systems and schools that serve high percentages of these student populations. Many of these schools are in rural communities, which face significant recruitment and retention challenges. These school systems and schools are less geographically proximate to teacher preparation programs and, oftentimes, offer less competitive compensation packages than nearby, urban LEAs.



- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
  - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Limited partnerships between districts and teacher preparation programs	<p>Strengthen partnerships between districts and teacher preparation programs through a grant program (Believe and Prepare) that provides funds for districts and teacher preparation programs to co-design and expand competency-based, yearlong residencies that meet LEAs' staffing needs.</p> <p>Sixteen participating rural districts will receive additional funds to support the development of residencies and to implement more competitive compensation structures through the Teacher Incentive Fund (TIF) grant.</p> <p>Establish a teacher preparation accountability system that rewards teacher preparation providers for placing residents in rural and high-need schools.</p> <p>Timeline: The Louisiana Board of Elementary and Secondary Education approved policies in the fall of 2016 that require teacher preparation programs to begin implementing yearlong residencies by <b>July 2018</b>. Funding sources: IDEA, Title II, TIF</p> <p>In summer 2017, BESE will consider proposed regulations establishing a five-year transition to a teacher preparation accountability system that rewards teacher preparation providers for placing yearlong teaching residents in rural and high-need schools.</p>

Challenges around retention for new and experienced teachers	<p>Strengthen the career ladder for teachers by establishing a mentor teacher role. This will also increase the retention of new teachers, who will be inducted into the profession by the state's experts.</p> <p>Timeline: BESE will be asked to consider policies that formalize the mentor teacher role in the 2017-2018 school year. Funding sources: IDEA, Title II, TIF</p> <p>Rural LEAs implement sustainable and competitive compensation structures that take into account performance and demand (2019) Funding sources: TIF</p>
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**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated
Low-income and minority students are taught at a higher rate by out-of-field and inexperienced teachers	2025
<b>Interim targets, including date by which target will be reached</b>	
<p>LEAs review their workforce data on an annual basis and develop plans to strengthen partnerships with teacher preparation programs and to support out-of-field teachers along the path to certification <i>Timeline: annually, beginning Spring of 2017.</i></p> <p>Teacher preparation programs adapt competency-based pre-service curriculum to:</p> <ul style="list-style-type: none"> <li>• include a year-long residency for all teacher candidates; and</li> <li>• ensure alignment with and focus on new assessments and goal setting.</li> </ul> <p><i>Timeline: Development began in the 2016-2017 academic year. Residencies will be implemented by July 2018.</i></p> <p>Align preparation curriculum to current expectations for teachers, including skills needed to use assessments and assessment data to inform instruction and accelerate student learning. This will better prepare teachers, thereby increasing retention. <i>Timeline: Development began in 2016-2017; curriculum will be fully aligned by July 2018.</i></p>	

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LEAs and preparation program partners will work together to adapt curricula to prepare pre-service teachers for the expectations of the partner LEA. This will include preparing pre-service teachers in all of the components of Compass, including the competencies described in instructional rubrics, using assessments to set goals, and analyzing data to inform instruction and monitor progress toward goals.

*Timeline: Development begins in the 2016-2017 academic year, with curriculum fully aligned by July 2018.*

Where pre-service programs are undergraduate programs, provide the necessary support and resources to ensure they include yearlong residencies in partner LEAs' schools.

*Timeline: July 2018*

BESE will enact regulations establishing an accountability system for teacher preparation providers that places significant weight on the extent that teacher preparation providers meet state workforce needs. Specifically, teacher preparation providers will be rewarded for placing yearlong teaching residents in rural and high-need schools, and for preparing teachers in high-need subject areas.

*Timeline: Regulations passed by fall 2017 and phased in over five years, with public reporting beginning after the first accountability cycle, 2018-2019 and 2019-2020*

Strengthen the role of the mentor teacher. Strong mentor teachers are essential to the success of the residency year and in many schools also provide critical support to first-year teachers, thereby improving retention of new, effective teachers and closing gaps between LEAs with respect to access to effective educators. To strengthen this component, the Department will complete the following:

- i) Codify the essential elements of the mentor role and the knowledge and skills a mentor must possess.
- ii) Support LEA/provider partnerships to identify and select more mentor teachers who have demonstrated success per Compass and who demonstrate leadership skills.
- iii) Develop a more robust approach to training mentor teachers. This will include ensuring mentor teachers are highly skilled in the use of the assessment system for goal-setting, as well as other components of Compass, and that they develop the coaching and feedback skills needed to build the knowledge and skills of new and aspiring teachers.

*Timeline: 2019*

Determine budget for, select, train and match mentor teachers to teacher residents.

Based on feedback from program participants and outcomes data, identify improvements and modifications to incorporate into the teacher preparation program, and communicate program best practices at quarterly collaborations and Believe and Prepare community meetings.



Work with rural LEAs to offer differentiated compensation to mentors and teacher residents so as to increase retention.

Timeline: Compensation plans developed, refined, and finalized in the 2016-2017 academic year. Compensation plans implemented beginning in the 2017-2018 academic year.

## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
  - *Lowest-achieving students;*
  - *English learners;*
  - *Children with disabilities;*
  - *Children and youth in foster care;*
  - *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
  - *Homeless children and youths;*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
  - *Immigrant children and youth;*
  - *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
  - *American Indian and Alaska Native students.*
- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and



Louisiana has adopted rigorous college and career ready academic content [standards](#) in prekindergarten and in elementary and secondary education. The development of these standards included educators, content experts, higher education faculty, parents, advocacy groups, and representatives of business and industry, as required by state [law](#), and were designed to prepare all Louisiana children for successful transition to post-secondary education and the workplace. Following the development of standards, the LDE developed a classroom support [toolbox](#) to assist educators in school leaders in teaching the standards and ensuring all students' mastery of them, given their individual needs. Early childhood supports can be accessed [here](#).

The State Board of Elementary and Secondary Education enacts [regulations](#) governing student promotion and placement, and the LDE annually collects and reviews each LEA's pupil progression plan. While state law provides for high-stakes promotion requirements in the fourth and eighth grades, in 2013, the state board authorized the placement of academically struggling eighth graders in a [transitional ninth grade](#) to support their remediation and progress toward either a career diploma, which in addition to state graduation requirements, also requires the attainment of a nationally recognized industry credential, or a university preparatory diploma. This decision was based on an extensive review of student data, which showed that the state's eighth grade promotion requirement was not adequately serving the needs of many struggling students, who are disproportionately economically disadvantaged or racial/ethnic minorities.

At the same time, Louisiana began full implementation of the state's [Jump Start](#) career and technical education program, designed to provide students with an opportunity to earn a high school career diploma and a nationally recognized industry based credential simultaneously. While this diploma pathway is appropriate for all students, it is serving a large percentage of students who enter high school through transitional ninth grade.

The state board temporarily suspended fourth grade high-stakes promotion requirements as public schools began to implement more rigorous college and career ready academic content standards in 2014-2015 and 2015-2016. During that time, placement decisions, based on LDE [guidance](#), have been made according to locally approved pupil progression plans, which are required to outline the evidence of student learning used to make promotion decisions. Such evidence must include, but not be limited to, performance on classroom assignments or benchmark assessments. The LDE will soon begin the process of consulting with LEAs and other stakeholders in order to recommend long-term promotion policies to the state board that will best support successful completion of high school and reduce the possibility of students dropping out of school.

In 2014, in order to better meet the needs of students with disabilities, the Louisiana Legislature passed [Act 833](#), which established alternate pathways to achieve a high school diploma. The state board also enacted regulations to ensure that students with significant cognitive disabilities have access to a high school diploma. Information about supports and graduation policies for students with disabilities can be accessed [here](#).



A full summary of state graduation requirements, diploma pathways, and school counselor resources can be accessed [here](#).

- B.** The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

A voluminous series of rankings and reports, as well as self-reported data from Louisiana school systems, indicates that some Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important for a productive and healthy life after high school. School should involve the development of interests, habits, and relationships that endure after high school, yet too often the opportunities for young people to develop in these ways are sparse.

- Elementary and middle school students in [half](#) of Louisiana’s school districts are not being exposed to or provided instruction in a second language like their peers in most other states.
- More than one-third of Louisiana eighth grade students attend a school that does not offer Algebra I. Among high schools with student bodies that are majority African-American students, approximately 25 percent do not offer chemistry, 70 percent do not offer advanced mathematics courses like calculus, 20 percent do not provide Algebra II, and 90 percent do not provide advanced science courses such as physics.
- While two-thirds of Louisiana students are classified as being economically disadvantaged, only one-third of students identified as “gifted” or “talented” are economically disadvantaged.
- A recent [study](#) revealed that Louisiana has the nation’s highest rate of adult obesity and the fourth highest rate of childhood obesity.
- A task force of Louisiana music educators and statewide arts [organizations](#) reported earlier this year vast differences in music education and performing arts offerings to elementary school students across and within school districts in our state.
- Only half of economically disadvantaged students attend a high school that offers access to dual enrollment coursework, compared with 65 percent of non-economically disadvantaged students. And out of the total population of students participating in dual enrollment, just over one-third are economically disadvantaged and even fewer are racial/ethnic minorities.
- Louisiana school systems reported that more than 61,000 students, as young as pre-K, spent time outside of school for disciplinary reasons last year. Of these students, low-income students, African-American students, and students with disabilities were disproportionately impacted.



- While 21st Century Community Learning Centers provide after-school and summer learning programs to almost 22,000 students across the state, 19 percent of Louisiana students—147,333 school age children—are on their own during the hours after school.<sup>31</sup>
- Though Louisiana ranks near the bottom among states in annual household income, fewer than half of all Louisiana high school graduates apply for financial aid to fund higher education or workforce training.
- In 2012, the U.S. Census Bureau reported that only 67.7 percent of Louisiana residents 3 years and older reside in a home with Internet access.<sup>32</sup>

The lack of fair access to advanced and enriching courses and experiences not only places Louisiana students at a disadvantage compared to their peers nationally, but also impacts their eligibility to attain Louisiana merit based [TOPS scholarship](#). Consider, for example, that of the 183 high schools that have a racial minority student population of 50 percent or higher, nearly 20 percent do not offer Algebra II, a required course for Louisiana's TOPS University Diploma and TOPS scholarships.<sup>33</sup>

Each of these challenges illuminates a larger issue: schools can have a significant influence over a wide range of interests, habits, and skills that help students thrive throughout their educational journey and are important to living a productive and healthy life, but student access to enriching experiences varies widely.

#### *Current efforts*

The State Board of Elementary and Secondary Education (BESE) and the Louisiana Legislature have taken steps to bolster state support of schools and districts pursuing increased access to critical, non-traditional coursework and experiences.

- Arts: BESE convened a task force to study elementary student exposure and access to music coursework, the [findings](#) from which are being implemented statewide. The study revealed vast differences in music education offerings across and within local school systems.
- World languages: The Legislature recently earmarked funds to support the expansion of dual language programs across the state. The Legislature also called on BESE to [study](#) the feasibility of establishing two-way dual language immersion programs and to provide greater [incentives](#) for local school systems to offer quality language immersion education to students.
- Nutrition and physical activity: Over the past several years, the legislature has enacted several laws, supported pilot programs and other supports, and elevated public attention to

<sup>31</sup> Afterschool Alliance. (2016). *Afterschool Fostering Student Success in Louisiana*. Accessed at <http://www.afterschoolalliance.org/documents/LA-afterschool-facts.pdf>.

<sup>32</sup> U.S. Census Bureau. (2012). *Reported Internet Usage for Individuals 3 Years and Older, by State*. Accessed at <http://www.census.gov/data/tables/2012/demo/computer-internet/computer-use-2012.html>.

<sup>33</sup> Louisiana Department of Education Student Transcript System. (2016). Accessed at <http://www.regents.la.gov/page/student-transcript-system>.



the availability of healthy and fresh foods and beverages at public schools and providing regular, vigorous physical activity for students during the school day.

- Student behavior and discipline: The Legislature established a 24-member [advisory council](#) to provide advice and guidance as to the use of appropriate, effective behavioral interventions and expansion of best practices. The council will meet at least three times per year to review school discipline data, study best practices, and make recommendations on more effectively addressing students' behavioral needs.
- Career education access: Louisiana developed a career education initiative, Jump Start, as well as a diverse course delivery program known as Course Choice. Using funds won through the [New Skills for Youth grant](#), Louisiana conducted an inventory of every pathway offered in every high school in the state. Further grant funding will in part go toward bolstering connections among employers, higher education, and high schools. Students with disabilities eligible to pursue a high school diploma via an alternate pathway may also select a Jump Start pathway to earn a career diploma and a recognized workforce credential. All Jump Start pathways are accessible to these students, with the student's IEP team setting alternate exit and performance criteria.
- Early college coursework: [House Concurrent Resolution 141](#) and [Senate Resolution 182](#) of the 2016 Regular Session call for BESE and the Board of Regents to design statewide systems of expanded early college access for eligible students and to report back to the legislature by February 2017.
- Increased access to technology and digital learning: In the Technology Readiness Survey most recently conducted in December of 2016, 93.4 percent the state's public schools meet the state's minimum 5:1 student-to-computer and connectivity model required for offering a reasonable level of technology-based instruction. Nearly 350 schools have begun shifting their instruction to a digitally interactive model by implementing 1:1 student-to-computer programs, and 49 school systems have adequate access to broadband Internet capacity. [Act 722](#) of 2014 urged Louisiana's state agencies, elementary and secondary school systems, and post-secondary education systems to pursue innovative, collaborative public-private partnerships to expand access to broadband Internet.
- School Culture and Discipline: Louisiana supports training for school systems in the use of positive behavior intervention supports (PBIS), which are evidence-based, proactive approaches for developing positive student behavior and a positive climate where all students in a school can achieve social, emotional and academic success.
- Afterschool programming: The LDE is partnering with the Louisiana Center for Afterschool Learning and other stakeholders to foster quality afterschool programs and data driven professional development through the use of a program quality initiative tool kit. The LDE will also emphasize middle school programs in future 21<sup>st</sup> Century Community Learning Center requests for proposals, in order to more effectively serve this high-need student population.

The LDE will support LEAs in identifying Title I and Title IV investments that can help to reduce chronic absenteeism and excessive out-of-school discipline; provide access to challenging



coursework; and increase access to enriching experiences that foster lifelong interests. The LDE has also clarified for LEAs that Title II funds can be used to support training and professional development beyond classroom teachers, including other school professionals whose work is critical to supporting unique student needs and a well-rounded education for all students.

As part of its ESSA plan, Louisiana will begin the development of an “Interests and Opportunities” indicator, designed to promote the expansion of experiences through which students develop well-rounded and enduring interests and habits. This indicator will seek to measure and evaluate, for example, the extent to which elementary and middle schools are exposing students to high quality arts and foreign language experiences. Similarly, it will seek to measure the evaluate high school’s efforts to expand access to advanced courses in both applied and academic fields. In all schools, the Interests and Opportunities index aspires to measure not only the expansion of such experiences for students but also the extent to which students of all backgrounds experience the offerings fairly. The Interests and Opportunities indicator will be developed over a period of three years. For more information, see the description of the indicator in section 4.1.D.i.

The state will also make two changes to the “strength of diploma” index of the high school accountability system as part of this plan. The attainment of a HiSET credential (formerly known as a GED), when coupled with a high-wage industry credential, will see an increase in its value within the index. Similarly, attainment of 30 college credit hours also will be rewarded more prominently in the state’s accountability system. See section 4.1.D.i for greater detail.

Newly authorized in ESSA are two distinct programs meant to increase student access to challenging courses and enriching opportunities – Direct Student Services (DSS) and Student Support and Academic Enrichment grants (SSAE). The two programs offer the flexibility to tailor investments based on the needs of their unique student populations, particularly students attending schools identified in need of comprehensive or targeted support where enriching experiences and challenging coursework are too rare today.

### **Direct Student Services**

Congress has provided the opportunity for states to target up to three percent of the state’s total Title I allotment for grants to geographically diverse local school systems, prioritizing those with greatest needs, to support students in gaining access to academic courses, credentials, and services that are not currently available at their schools. These student experiences include:

- Advanced courses such as dual enrollment coursework;
- Career and technical education courses;
- Credit recovery and academic acceleration courses that lead to a high school diploma;
- Examinations used to validate learning and earn college credit;
- High-quality academic tutoring;
- Transportation to enable students to receive instruction at another public school; and
- Post-secondary transition support.



Three percent of the state's Title I award will be set aside and distributed to LEA's using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer. When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.

The assurances that must be completed with the Title I application will include assurances specific to the Direct Student Services portion of the award, including the commitment that the LEA will provide adequate outreach to ensure that parents can exercise a meaningful choice of direct student services for their child's education and have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service. The LDE will monitor the expenditure of the funds and parent engagement as part of the annual federal monitoring process. The LDE will additionally publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.

As part of the annual planning process, Louisiana school systems will identify strengths and weaknesses within this challenge area. Local school systems will expend dollars in accordance with DSS to address weaknesses, identifying the specific courses and/or services they wish to provide based on identified student needs and articulating the manner in which they will involve parents and high-quality providers. DSS funds will support:

- A. Enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses, career and technical education coursework, and dual enrollment courses to address developmental/remedial needs;
- B. Credit recovery and academic acceleration courses that lead to a regular high school diploma;
- C. Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations;
- D. Components of a personalized learning approach, which may include high-quality academic tutoring; and



- E. Transportation to allow a student enrolled in a school identified for comprehensive intervention to transfer to another public school that has not been identified by the state as a struggling school.

### **Student Support and Academic Enrichment Grants**

All local school systems will receive the newly authorized Title IV Student Support and Academic Enrichment (SSAE) formula grants in the same proportion as to the LEA's prior year's *Title I*, Part A allocations. If the Department does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of \$10,000 as required in the law, the LEA allocations will be reduced proportionately to identify funds to ensure all LEAs will receive allocation of at least the minimum amount.

These grants will, pursuant to ESSA, support local school systems in providing all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Budgets for the SSAE grants will be added to the consolidated application for federal funds in the 2017-2018 school year (pending Congressional appropriation) and LEAs will be able to tailor investments based on the needs of their unique student populations, coordinate and integrate SSAE funded activities with other federally funded activities, and leverage these funds in combination with other dollars to improve outcomes for students. Specific allowable uses of funds include direct services to students, professional development for teachers, administrators, and other school professionals, salaries of school personnel to carry out identified programs and services, and supplemental educational resources and equipment.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
    - i. Incidents of bullying and harassment;
    - ii. The overuse of discipline practices that remove students from the classroom; and
    - iii. The use of aversive behavioral interventions that compromise student health and safety?
- ☒ Yes. If yes, provide a description below.
- ☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. Any such funds appropriated will be used in accordance with the law.

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.  
☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. If the decision is made to dedicate state-level funds, the state will emphasize activities that are indicated as those with the highest need through a transparent needs assessment. Any such funds appropriated will be used in accordance with the law.

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.  
☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. If the decision is made to dedicate state-level funds, the state will emphasize activities that are indicated as those with the highest need through a transparent needs assessment. Any such funds appropriated will be used in accordance with the law.

## 6.2 Program-Specific Requirements.

### **A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

The LDE recognizes the benefits of operating Title I, Part A programs through a schoolwide program model, which provides great fiscal flexibility in targeting resources to meet the needs of schools serving the most at-risk students. Over 97 percent of Title I schools in Louisiana implement the schoolwide model.

The LDE proposes to automatically grant waivers to the 40 percent poverty threshold for any school with a poverty percent of at least thirty five percent poverty that has operated as a targeted assistance school (TAS) model for at least one year. Operating as a TAS model provides the school with experience in identifying and serving the most at-risk students to ensure that strategies and

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interventions will continue to be in place for those students that are at risk of not meeting the challenging state academic standards as required under Section 1008(b)(7)(A)(iii) of the ESSA. Louisiana currently has twenty-three schools implementing the Title I Targeted Assistance model.

If an LEA requests to serve a school with less than 40 percent poverty with a schoolwide model, the LEA will be required to submit a written request within its consolidated application to waive the 40 percent threshold. The LEA must include a description of the following:

1. How its decision to implement the schoolwide program model was derived.
2. How the school generated its Comprehensive Needs Assessment (CAN) and how the areas of need were identified.
3. How the results of the CNA will be utilized to drive how the schoolwide program will serve the needs of all students in the school, in particular the students that are most at risk of failing.

#### **B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

In Louisiana, a two-tiered system is used to identify and recruit migratory children. First, local recruiters are hired and/or contracted by the local operating agencies that have Title I, Part C sub-grants. Second, a team of two regional recruiters covers the areas of the state that do not receive Migrant Education Program sub-grants. The regional recruiters coordinate recruitment of out-of-school youth and eligible migrant students in non-funded areas of the state. A third regional recruiter is planned for 2017-2018.

The Louisiana Migrant Education Program contracted the Research Foundation of SUNY for ESCORT/SUNY to help it manage its Migrant Education Program. As part of this contract, ESCORT coordinates all aspects of state-wide Identification and Recruitment (ID&R), including training and certifying all recruiters in accordance with the Louisiana Quality Control Policies and Procedures manual.

#### Re-Certification

For each year of eligibility, recruiters must re-certify all eligible migratory children for which they have active certificates of eligibility, typically on the anniversary of their qualifying arrival date. The recruiter has a family member sign the current electronic certificate of eligibility, thus verifying



that they are still in area. If another qualifying move has occurred, a new certificate of eligibility is created.

#### Annual Counts:

Only students who meet the Migrant Education Program eligibility guidelines are counted, using several mathematical checks that ensure children are within the eligible age range and have a documented residency during the period. Louisiana's Migrant Education Program student database (MERIL2) calculates fields of LQM3 (last qualifying move date plus three years), twenty-second birth date (birth date plus twenty-two years), and third birth date (birth date plus three years). Children are not counted unless they have one or more of the following: valid qualifying move date, new residency date, or enrollment date (residency enrollment for non-attendees or a school enrollment for attendees) during the period in question.

MERIL2 assures that students are counted only once per child count category by assigning each child a student sequence number. If a child has multiple school history lines that fit the funding criteria, MERIL2 only counts the student sequence number once.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

Louisiana's Migrant Education Program assesses the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through the following methods.

1. **Tri-annual update of the state's major Comprehensive Needs Assessment (CNA).** This process is coordinated by a steering committee, consisting of major stakeholders, including state and local Migrant Education Program staff, and parents. Data are gathered from various sources (government agencies, research studies, and local needs assessments) in order to further illustrate the concerns. From the concerns and the supporting data, objectives for the program are developed for each age/grade group of children and youth: pre-K age, grades K-5, grades 6-8, grades 9-12, and Out-of-School Youth. The objectives are also designed to fall into the Seven Areas of Concern developed by the U.S. Department of Education Office of Migrant Education. The objectives are considered the measurable program objectives for the program. They are time limited, specific, and annually measurable. It is important to note that some of the objectives may be directed toward implementation and others toward outcomes.
2. **Annual evaluation of each sub-grantee.** Data collected during these evaluations is used to both measure the effectiveness of local migrant programs and to inform the CNA process.
3. **Independent evaluation of State's Migrant Education Program.** An independent evaluation is completed before beginning of CNA update process.



4. **Student needs assessment.** A needs assessment is completed for every eligible migratory student to determine priority of service ranking of each student. Risk factors assessed include:
  - a. Educational interruption
  - b. Score on state-administered assessment;
  - c. Grades in core courses;
  - d. Progression to graduation;
  - e. K-3 reading diagnostic;
  - f. Retention history;
  - g. Home stability;
  - h. Special needs; and/or
  - i. Lack of early childhood education.
- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Below are the methods Louisiana uses to ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school are met:

1. **Service delivery Plan:** The foundational document for provision of services to all eligible migratory children is the state's Service Delivery Plan. The Service Delivery Plan outlines strategies to meet the needs documented through the Comprehensive Needs Assessment update process;
2. **Sub-granting process:** Any traditional or charter LEA in Louisiana who has a sufficient number of migrant children during funding period receive to generate a minimum of \$ 25,000 are eligible to receive a sub-grant. As part of the sub-granting process, funded districts must sign assurances that it will provide services to eligible migrant students in accordance with the Service Delivery Plan and priority of need.
3. **Program Evaluation:** A yearly evaluation is completed for each sub-grantee that has had a Migrant Education Program for a minimum of one year. Provision and effectiveness of services (as measured by measurable performance objectives), is a component of this evaluation.
4. **Non-funded districts:** Traditional and charter LEAs with a migrant eligible child population generating less than \$25,000 are placed in a consortium, with cumulative funding going to a designated fiscal agent. As the recipient of the funds, the fiscal agent signs assurance that it will coordinate services to eligible migrant students in consortium districts, including services funded through other sources such as Title I - Part A and Title III.



5. **Out-of-school Youth:** Louisiana uses a need assessment process uniquely designed to assess the needs of its out-of-school migratory youth and to categorize the youth as either a drop-out (have attended and dropped out of U.S. high schools) or as “here-to-work.” Depending upon the needs identified, services are coordinated through the either through the LEA in which the youth resides or through the sub-grantee charged with coordinating “here-to-work” out-of-school youth services.
  6. **Preschool Children:** Home/School liaisons in local operating agencies provide a variety of services to preschool migratory students and their families including provision of early-childhood learning resources, assistance in registering for early childhood programs, in-home support, and referral to health and community services.
  7. **Sub-grantee monitoring:** Louisiana monitors its sub-grantees on a three-year cycle and includes evaluation of districts compliance with provision of services in accordance with the Service Delivery Plan and priority of need.
- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The Louisiana Migrant Education Program maintains student data (including for Prekindergarten and OSY) in its Migrant Education Records in Louisiana (MERIL) database. Local data specialists are provided training each year on protocols used for activating local operating agency’s procedures for transfer of school records when a migrant child changes schools or district within Louisiana.

In addition, the Migrant Student Information Exchange (MSIX) national database is used to research students’ consolidated records from both within Louisiana and in other states. Extracts are uploaded nightly from the MERIL database to the MSIX server. MSIX has a notification feature that enables communication with other states about the movement of students; the LDE is able to notify others when a student arrives to or leaves one school system (either intra- or interstate). In addition, notifications are received from other states, which enhance the ability to recruit and enroll students in a timely fashion.

- v. Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.

The following educational areas of concern were used as the organizing framework for the Louisiana Migrant Education Program’s current CNA:



- Educational Continuity;
- Instructional Time;
- School engagement;
- English Language Development;
- Educational support in home;
- Health; and
- Access to services.

Analysis of each area of concern showed the following to be the primary unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school:

1. Low English language proficiency: Data shows that 53 percent of migratory children are identified as English learners (ELs), an increase of 34 percent since 2007. Over 36 percent of these scored at the beginning or low intermediate level in English language proficiency on the state language proficiency assessment;
  2. Migrant students scored 12 percent and 8 percent percentage points lower than their non-migrant counterparts on English Language Arts and Mathematics state assessments respectively;
  3. Migrant students, including preschool aged, are more apt to limited access to technology and educational materials needed to support in-home learning and academic progress;
  4. Many migrant parents (especially non-English dominant) reported having limited understanding of graduation requirements; and
  5. Out-of-school youth are under-identified and those identified receive limited services.
- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

#### Literacy

1. 50 percent of the students participating in a migrant-funded literacy-development intervention during the regular school year will improve their performance on state ELA assessments administered during that same year.
2. 10 percent of migrant students without a previous score on a state ELA assessment who participate in a migrant-funded literacy-development intervention for at least 50 percent of the regular school year will score proficient or above on the state ELA assessments administered during that same year.
3. 50 percent of Limited English Proficient migrant students who participate in a migrant-funded English proficiency development intervention during the regular school year will increase their English proficiency level as measured by norm-based proficiency assessment.
4. 50 percent of migrant students who participate in a migrant-funded ELA-focused summer educational program for at least 90 percent of the programs' duration will improve.

5. 80 percent of migrant parents who participate in a migrant-sponsored or co-sponsored parental involvement activity will report being more engaged in their child's academic progress.
6. The achievement gap between migrant students and regular education students on state ELA assessments will decrease.

#### Numeracy

1. 50 percent of the students who participate in a migrant-funded numeracy intervention during the regular school year will improve their performance on state numeracy assessments administered during that same year.
2. 10 percent of migrant students without a previous score on a numeracy state-assessment who participate in a migrant-funded intervention for at least 50 percent of the regular school year will score proficient or above on the state assessments administered during that same year.
3. 50 percent of migrant students who participate in a migrant-funded numeracy-targeted summer educational program for at least 90 percent of the programs' duration will improve.
4. 80 percent of migrant parents who participate in a migrant-sponsored parental involvement activity will report being more engaged in their child's academic progress.
5. The achievement gap between migrant students and regular education students on state mathematics assessments will decrease.

#### School Readiness

1. 50 percent of migrant families with children 0-5 years of age will receive resources to help the children develop school-readiness skills before entering for Pre-K.
2. 100 percent of parents with 3-5 year-old migrant students will receive assistance in registering their children in pre-k programs.
3. 80 percent of migrant parents who participated in migrant-sponsored parental involvement activity will report being more knowledgeable about early-childhood resources.

#### Graduation and Career Readiness

1. 50 percent of migrant students in grades 9-12 with demonstrated academic risk factor who participate in a migrant-funded intervention will see academic improvement.
2. 50 percent of migrants students entering 12<sup>th</sup> grade during reporting year who have participated in a migrant-funded intervention program over the course of two regular school years will graduate.
3. 80 percent of migrant parents who participated in migrant-sponsored parental involvement activity will report being more engaged in their child's' academic success and more knowledgeable about graduation requirements and college and career readiness programs.
4. 50 percent of identified OSY report receiving information regarding educational services and career options.



#### Statewide Strategies

1. Comprehensive approach for the planning delivery of services based upon on-going cycle plan of plan, implement, and evaluate;
  2. Completion of needs assessment on eligible migrant children to plan service delivery;
  3. Priority given to students who are failing, or most at risk of failing and who have experience an educational interruption due to migratory lifestyle;
  4. Effective implementation *Quality Control Policies and Procedures Manual*;
  5. Implementation of strategies outlined in current Service Delivery Plan;
  6. Centralization of ID&R, including recruiter training and evaluation;
  7. Targeted approach to recruiting and serving OSY and drop-outs;
  8. Strong parental involvement plan, including a Parental Advisory Committee to provide families with information and resources to help them support the academic success of their migratory children; and
  9. Strong collaborative relationship with other programs such as Title I, IDEA, and Title III.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The Louisiana Migrant Education Program has contracted Research Foundation of SUNY for ESCORT/SUNY to help it manage its Migrant Education Program. As part of this contract ESCORT will help ensure consultation with parents of migratory children by:

- A. Providing technical assistance to local programs to help increase parental attendance and participation on local and state migrant parent advisory councils and to ensure that:
    - i. Applicable local programs hold a minimum of three migrant parent advisory councils meetings per year; and
    - ii. Each local migrant parent advisory council designates at least one representative to serve on the State migrant parent advisory councils.
  - B. Coordinating activities of state migrants parent advisory council, including strategies to increase parental attendance and participation on the state migrant parent advisory council, including planning of annual meeting(s); and
  - C. Strategies to involve parents in the design, implementation, and evaluation of Migrant Education Program services, including updates of the Comprehensive Needs Assessment and Service Delivery Plan.
- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

To meet the unique educational needs of migratory children, the Louisiana Migrant Education Program will focus on the following priorities in the use of its Title I, Part C funds:

- Timely and effective identification and recruitment of all eligible migratory students in the state;
- Timely identification of migratory students who are a priority for service;
- Strong parental involvement and support programs, including family literacy resources for parents who have limited academic achievement levels;
- Planning and carrying out processes for effective identification of migratory students who have dropped out of school and implementation of service delivery systems to address their unmet educational needs;
- Planning and carrying out early childhood programs to meet unmet educational needs of preschool migratory children; and
- Planning and carrying out high-quality and comprehensive educational programs and services that address the unique educational needs of migratory students to ensure they have opportunities to meet the same challenging state academic standards that all children are expected to meet.

Below is the needs assessment completed for every eligible migrant student to determine level of priority. To be considered “Priority for Service,” a student must meet criterion #1 and have a least one risk factor checked under criterion #2.

Migrant Student Priority for Service Criteria	
Criterion # 1 – Migratory children who have:	
1.	Made a qualifying move within previous 1-year period of based on current qualifying arrival date; or
2.	Have dropped out of school
Criterion #2 – Migratory children who are failing, or at most risk of failing, to meet the State’s challenging State academic content standards and challenging state student academic achievement standards.	
1.	Migrant students not scoring at level considered proficient or passing on state-administered assessment; or
2.	Limited English Proficient migrant students with a demonstrated language proficiency level below advanced in any domain; or
3.	Migrant students who have D or F in a course; or
4.	Migrant students not on track to graduate; or



5. Migrant student below grade level on K-3 reading diagnostic; or
6. Pre-K migrant student scoring below proficient on a school-readiness evaluation; or
7. Migrant students who are overage for grade or who have been retained; or
8. Migrant students with an Individual Education Plan (IEP), or
9. Migrant students who are experiencing homelessness; or
10. Migrant out-of-school youth who are recovery youth; or
11. Migrant child 0-5 years of age who has not been enrolled in early childhood program

To ensure timely identification of migratory children with priority for service:

- a. The needs assessment should be completed within two weeks of the student entering a Migrant Education Program;
- b. Existing needs assessment should be reviewed at the end of each grading period throughout school year to determine if there are any changes in risk-factors.

Local programs have immediate access to the priority ranking of the eligible migratory students in its area through reports available in MERIL. Reports are also available to track services provided to students.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.
- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

The goals of the SEA's Title I, Part D plan are to:

- Improve educational services to children in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state content standards and challenging state student academic achievement standards that all children in the state will be expected to meet;
- Provide such children and youth the services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school and providing dropouts and youth returning from institutions with a support system to ensure their continued education.

The LDE will accomplish these goals by assuring that state and local agencies fulfill the following requirements.

State and Local Agencies will:

- Submit an annual count of eligible students to Louisiana Department of Education in December of each year;
- Submit program applications for approval to Louisiana Department of Education in June with the Consolidated Plan;
- Use multiple appropriate measures of student progress;
- Submit an annual Consolidated State Performance Report (CSPR) to the Louisiana Department of Education capturing student progress results;
- Use evaluation results to plan and improve subsequent programs

SEA requirements:

- A state agency is eligible for assistance if it responsible for providing a free education for children and youth in an institution for neglected and delinquent children; attending community day programs for neglected and delinquent children and youth; in adult correctional institutions
- The state agency will concentrate on providing participants with the knowledge and skills needed to successfully transition to secondary school completion, vocational or technical training, further education or employment.
- The state agency must use at least 15 but not more than 30 percent of its annual allocation to support transitional services that support (1) projects that facilitate transition of children and youth from state operated institutions to schools served by the LEAs, or (2) successful reentry of youth offenders, who have received a secondary school diploma or its equivalent, into postsecondary education, or vocational and technical training programs, through strategies to expose the youth to those various programs and training.
- Provide the opportunity for students to meet the same challenging state content standards and student academic achievement standards that all children in the state will be expected to meet
- A state agency must use its federal allocation to supplement, not supplant, its state or local education funding.

LEA requirements:

- Local agencies should design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education.
- Services to students at risk of dropping out of school will not have a negative impact on meeting the transitional and academic needs of students returning from correctional facilities.
- Provide support programs that encourage student dropouts to re-enter school when released from correctional facility or provide skills to gain employment, or seek a high school diploma or equivalent.
- Provide opportunity for students to meet the same challenging state content standards while in correctional facility.
- Promote programs that use technology to assist in coordinating educational programs between the correctional facility and home school.

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- Encourage correctional facilities, if appropriate; to work with local businesses to develop training and curriculum-based youth entrepreneurship education and mentoring programs.

The state and local agencies will track the number of youth who are enrolled in school, enrolled in HiSET preparation classes, enrolled in a post-secondary program, and entering the workforce and earning a wage. The LDE may monitor through an on-site visit or desk audit, on an alternating basis, the state agencies and LEAs with neglected and delinquent facilities for compliance. Technical assistance concerning program guidelines, allowable expenditures, and data collection will be provided through a program coordinator or designated staff.

ESSA also provides an opportunity for Louisiana to reconsider the way it measures and reports on the performance of alternative schools that serve traditionally disadvantaged student populations with unique needs. Quality alternative education can provide students who are struggling or who have left their traditional school an opportunity to achieve in a new learning environment. The LDE will convene a study group of key external stakeholders representing local school systems, student and family advocacy organizations, student behavior and discipline experts, and juvenile justice stakeholders during spring 2017 in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools. The study group will meet monthly from March 2017 through July 2017 and will have three primary objectives: 1) develop a recommended state action plan, in the form of policy recommendations to the LDE and BESE, to define effective alternative education and accountability measures for correctional facilities and locally operated programs, 2) assist the LDE in the ongoing identification of support services and programs available to correctional facility schools, students, teachers, and families; and 3) assist in the development of partnerships and alliances with key stakeholders to enhance and expand the effectiveness of correctional facilities and locally operated programs.

The study group will also provide input and recommendations by August 1, 2017, regarding processes and procedures to support the offering of quality programs at state Office of Juvenile Justice (OJJ) schools as well as the transition of students both to and from these programs.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.



The LDE will administer a new English language proficiency assessment in 2017-2018 based on the state's English proficiency standards, referred to as the Louisiana Connectors for English language learners. Protocols for the new assessment will include statewide implementation of standardized entrance and exit procedures.

A Home Language Use Survey is the first step in the entrance procedure; it is used to identify potential ELs at the time of their initial enrollment in school. The second step is to administer the English Language Proficiency Screener to determine an initial English proficiency level, confirm eligibility for enrollment in a specialized language program, and inform initial placement. The English language proficiency screener and language proficiency assessments are part of the Louisiana Connectors for English Language Learners. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

The Louisiana Connectors for English Language Learners, to which the English language proficiency assessments align, describe these higher expectations by integrating language development with appropriate academic content matter. The screening assessment developed from the same item bank as the summative assessment for each of the six grade bands helps schools assess the baseline English language proficiency of incoming ELs and inform placement and instructional decisions.

Since Louisiana will administer a new English Language Proficiency assessment, exit criteria have not been established. However, the exit criteria will be standardized, will be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes, and will not include performance on an academic content assessment. Refer to section 1.C. for more information about supports for English learners.

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The LDE utilizes Title IV, Part B funds to support sub-recipients in the creation of 21st century community learning centers that:

- Provide opportunities for academic enrichment to particularly students who attend high poverty and low-performing schools, to meet the challenging state academic standards;
- Offer students a broad array of additional services, programs, and activities; and
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education.

Title IV, Part B funds are used to:

- Establish and implement a rigorous peer review process for subgrant applications;
- Award funds to eligible entities;
- Monitor and evaluate programs and activities;
- Support capacity building, training, and technical assistance;
- Conduct a comprehensive evaluation of the effectiveness of programs and activities;
- Provide training and technical assistance to eligible entities that are applicants for or recipients of awards;
- Ensure that any eligible entity that receives an award from the state aligns the activities provided by the program with the challenging state academic standards;
- Ensure that any such eligible entity identifies and partners with external organizations, if available, in the community; and
- Work with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.

Louisiana currently has 38 sub-recipients that serve approximately 15,000 students. In addition to providing academic support in the areas of math, literacy and science that are aligned to the state academic standards, 21<sup>st</sup> Century Community Learning Centers programs also provide high quality afterschool programming in areas such as STEM, youth development, art, music, dance, theatre, entrepreneurial education, video/media services, service learning, and character education. The majority of Louisiana's sub-recipients serve all students, including English learners and children with disabilities.

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

#### *Competitive Process Background*

Louisiana awards Title IV, Part B (21<sup>st</sup> Century Community Learning Center) funds to eligible entities through a competitive grant process. Eligible entities include local educational agencies, community-based organizations, faith based organizations, other public or private entities, or a consortium of such agencies. The competitive process must adhere to Louisiana procurement law which considers 21<sup>st</sup> CCLC programs as social services that must be contracted. In Louisiana, social services are defined as "work by a person, firm, corporation, governmental body or governmental entity in furtherance of the general welfare of the citizens of Louisiana." As a result of the state definition, projects can only receive up to three years of funding. Louisiana's 21<sup>st</sup> CCLC program will have a minimum grant award of \$50,000 as stated in Section 4204(d)(h) and a maximum award of \$800,000.



### *Priority for Awards*

The RFP grants priority status to proposals based on those outlined in Section 4203(a)(3), which states, “*State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.*” Furthermore, priority is also given to those that propose a program focusing on Science, Technology, Engineering, Arts and Math (STEAM) and those that target “D” and “F” rated schools.

### *Peer Review Process*

Section 4202(c)(B) requires the establishment and implementation of a rigorous peer review process for subgrant applications. The 21<sup>st</sup> CCLC Request for Proposal includes an evaluation rubric that peer reviewers utilize to read, rate and score the proposals. The technical review of applications consists of three parts — the application screening, the individual review and the funding review. The application screening process involves an overview of each application to determine its adherence to RFP selection criteria and guidelines. The individual review involves external reviewers (with expertise in 21st CCLC, afterschool, extended learning, youth development and mentoring, etc.) who read and assign points to applications. The peer reviewers have diverse expertise, represent educational and non-educational entities, and represent equitable gender, ethnic, and geographic diversity. The final funding review is conducted by LDE prior to determination of final awards. Final approval is granted by BESE. Applicants that wish to appeal a grant award decision or disqualification must adhere to La. R.S. 39:1671 and submit the proper documentation to the Louisiana Office of State Procurement.

Noting that Louisiana is unique in its treatment of 21st CCLC proposals as social services and its use of the procurement system to make awards, the LDE engaged stakeholders to gauge their interest in possibly requesting a change to this requirement. While they acknowledged that some aspects of the system do present occasional challenges, stakeholders indicated that they value it because of its consistency and fairness. As a result of those discussions, no changes to the process will be pursued at this time. Stakeholders did, however, offer recommendations on targeting programs and funding toward critical needs, particularly in middle schools, and more effectively evaluating programs for positive outcomes.

### **F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The LDE Federal Programs and Statewide Monitoring Divisions will approve the Rural and Low-Income LEA grants and monitor recipients to ensure that 100 percent of the grant implement activities are allowed under the applicable program regulations by spring 2018.



The specific measurable program objectives and outcomes for each participating LEA related to the Rural and Low-Income School program will be driven by each LEA's plan for educating its students, as well as requirements (as applicable) of Louisiana's school and LEA accountability system.

**G. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The LDE requires that all LEAs identify and assess the needs of homeless children and youth in the state, using the Louisiana Referral Form and the Louisiana Residency Questionnaire. These are completed and the student data is transferred from the Referral and Residency forms to the LDE's Student Information System (SIS) in real time. Using the referral form, LEA contacts, known as "homeless liaisons," then update student counts and input additional data about such students into the LDE's Homeless Tracking System (HTS) in addition to SIS. Reports are pulled from SIS regularly for the tracking of students from all LEAs and charters in the state. The LDE is required to report the data collected and found in SIS and HTS to the USDOE annually. These reports include the number of homeless children and youth identified in the state, the nature and extent of the problems homeless children and youth encounter in gaining access to public preschool programs and public schools, and the difficulties in identifying special needs and barriers to participation, achievement, and progress made by the LDE and LEAs in addressing the problems facing homeless children and youth. Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

In compliance with the McKinney-Vento Act, homeless children and youth are identified and tracked through the system described above. These students are ensured enrollment in public or charter schools in Louisiana, have access to and receive educational services for which they are eligible, including services through Head Start programs, early interventions under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by LEAs. Homeless families, children, and youth in Louisiana also receive referrals to health, dental, mental health, substance abuse, housing, and other appropriate services. Parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless students is made by disseminating such information in various locations, such as schools, shelters, public libraries, and soup kitchens, in a manner and form accessible to parents and guardians.

Additionally, the Louisiana Education of Homeless Children and Youths (LA-EHCY) Program, which is a competitive sub-grant, was awarded to 30 LEAs in the 2014-2015 academic year. The new cohort of sub-grantees will begin in the 2017-2018 academic year. This program provides additional funding for LEAs to support their homeless student population, and as such, sub-grantees are required to complete an annual evaluation of the homeless program, attend trainings on student



homelessness and provide a record of attendance, and collaborate with local community groups and other state agencies, such as the Continuum of Care (CoC) Program, Louisiana Department of Children and Family Services (DCFS), the U.S. Department of Housing and Urban Development (HUD).

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The LA-EHCY program and LEAs provide training activities to principals, attendance officers, teachers, enrollment personnel, and pupil services personnel to heighten the awareness concerning the specific needs of runaway and homeless youth. This is done through a variety of brochures, posters, documents, workshops, and PowerPoint presentations at scheduled trainings and conferences along with other collaborative efforts. When training local liaisons, state coordinators direct them to the National Center for Homeless Education's Local Homeless Liaison Toolkit, brochures, posters, live and taped trainings and the LDE's toll free homeless hotline number. Posters and family brochures designed to convey information in an easily understood format are distributed for placement in locations such as schools, shelters, public libraries, and places that serve free meals, to educate the public about the educational rights of homeless children and youth. Training of local liaisons will continue to include strategies for the identification of homeless children and youths and potential approaches to conducting needs assessments using the National Center for Homeless Education's Evaluation toolkits.

The LA-EHCY program requires grant applicants to describe procedures that will be implemented to ensure that all school personnel are sensitive to the needs of homeless children and youths, including the special needs of runaway students. At conferences, workshops, and training sessions, the LA-EHCY presents information about runaway students and offers strategies for working effectively with those students. The LA-EHCY program administrators work closely with local liaisons who are in contact with local shelters that serve the special needs of runaway and homeless youths in Louisiana.

The LA-EHCY also coordinates with other federal program divisions within the LDE to ensure that homeless children receive all services for which they are eligible (i.e. Early Head Start, Head Start, English Language Acquisition, Literacy Programs, Migrant, Nutrition Services, Publicly Funded Day Care Programs, Parenting, Preschool Services, Special Education, and Transportation).

The LDE's [website](#) includes materials and statistics regarding homeless children and youth as well as contacts of homeless liaisons throughout the state who serve as child advocates for homeless



children, youths, and runaway youths.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The establishment of effective mechanisms for complaint resolution was one of the earliest priorities for LA-EHCY. The LA-EHCY has provided LEAs with training regarding the provisions of the McKinney-Vento Act. Starting in 1990, considerable coordination began between the LDE's legal services division and the Office of Child Welfare and Attendance related to disputes concerning the education of homeless children and youths.

The LA-EHCY operates a homeless hotline number that serves to provide immediate response to questions and complaints regarding the education of homeless children and youths. Posters, brochures, workshops, and conferences are used to advertise this toll-free telephone number. These materials are disseminated statewide to homeless service providers, school districts, and school campuses. The LDE's [website](#) offers additional information. Homeless parents or unaccompanied homeless youths who wish to appeal a school or district's decision related to the identification, enrollment, placement or provision of services for homeless students may engage in the homeless dispute resolution process.

The LA-EHCY implemented procedures to resolve disputes when mediation fails. These procedures were approved by BESE and exist in state regulations in Bulletin 741, Section 341. All districts in the state of Louisiana use the same dispute process to ensure consistency across the state in the event that students move across district lines. Most of the activities regarding complaint resolution are ongoing. Future activities will involve further dissemination of the homeless hotline number and training Louisiana's educators and support staff about the laws and policies regarding the education of homeless children and youths. Through conferences, workshops, training of local homeless liaisons, and education of service providers, homeless parents, students, and advocates will become increasingly proficient at resolving disputes without the intervention of the LA-EHCY as specified by ESSA.

- If a dispute arises over school selection or enrollment, the child/youth must be immediately enrolled to the school in which the parent or unaccompanied homeless youth is seeking enrollment, pending resolution of the dispute (five days). Enrollment must continue in the school until the dispute and appeals are resolved at all levels (local, state, national) when necessary. The student must be provided with all services to which McKinney-Vento eligible students are entitled (e.g. transportation, Title I services, free meals).
- The parent/guardian/unaccompanied youth must be provided with a written explanation of the LEA's decision on the dispute, including the right to appeal further.
- The parent/guardian/unaccompanied youth must be referred to the homeless liaison for assistance with the appeal process, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute.

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- Training of local liaisons to enforce the dispute resolution process will continue by the state coordinator. It is the responsibility of the local liaison to educate others, carry out the dispute resolution process, and advocate for unaccompanied youths in this process. Local liaisons should maintain a record of all complaints.
- The state coordinator will receive a copy of all dispute resolutions from LEAs and maintain a “complaint log” for possible intervention. If a dispute reaches the state level, the standard procedures for a dispute appeal will be followed. The SEA will provide written notice of its position and inform the parent/guardian/unaccompanied youth of the right to appeal further.

iv. Describe the SEA’s procedures to ensure that the youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

While homeless youths are identified using Louisiana’s uniform homeless identification procedure, greater outreach to homeless youths, especially those separated from the public schools is needed. This can be inferred from the significant decrease in students identified as homeless from elementary to secondary schools in the last count estimate. Access to before and after-school care programs was identified as a great need, especially for those students living in shelters with few resources. LA-EHCY is networking with the Continuum of Care for the Homeless and other state agencies to raise their awareness to the need for programs to help house and counsel our older homeless youths. There is very little housing assistance for youths statewide.

Current resources include tutoring and outreach services by some LEA subgrantees to shelters that service runaway teens and abused teens. The homeless hotline number is disseminated statewide to assist parents, school personnel, state agencies, and community partners. The LA-EHCY collaborates at the LDE with Title I, Part D - Neglected and Delinquent coordinator that works with juvenile correctional facilities to help provide information and technical assistance on transitional services for youths upon their exiting the juvenile system. The LA-EHCY continues to work with the LDE’s federal programs: Title I, Part A, including foster care and parental involvement; Title II, Part A – Teacher Quality; Title III – English Learners; Title VI, Part A – Rural Education; and Migrant Education - to ensure that the consolidated application includes appropriate references to homeless students. Information related to this new requirement will be included in Louisiana’s McKinney-Vento Liaison training efforts.

LEAs are expected to review a student’s prior school to calculate, award and receive partial credits, as well as make necessary adjustments to a student’s schedule to permit students to complete courses started elsewhere and participate in credit recovery opportunities. Louisiana does not currently have a specific, uniform procedure in place to ensure that all McKinney-Vento students, including those who have been out of school, can receive appropriate credit for full or partial coursework



satisfactorily completed while attending a prior school.

LA-EHCY will continue to work with other state and federal programs within the agency to evaluate existing state laws regarding partial credit and credit retrieval and to develop guidance for LEAs with language that reflects an increase in current practices and incorporate new requirements for separated youths to ensure that homeless children and youths separated from public schools are identified and afforded equal access to appropriate secondary education and support services. This work will include identifying and removing barriers that prevent youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies.

v. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

The state coordinator, in collaboration with the Early Childhood Education Office ensures that LEAs, the LDE staff, and other entities are provided with trainings on Louisiana homeless identification procedures, McKinney-Vento requirements, current resources, and information from national legislation or meetings regarding policies for all public preschool programs. The state coordinator collaborates with Louisiana's Early Steps Program, Infants and Toddlers – IDEA, Part C, and IDEA, Part B to ensure that homeless children with special needs also have access to all programs throughout the state. Other collaborative opportunities with Head Start, LA 4 and Title I preschool programs ensure access by eligible three and four-year old homeless students.

LEAs, through collaborative efforts, ensure that homeless students have access to preschool programs if they qualify for these programs. Supplemental services to homeless students in preschool program with funds from the McKinney-Vento Act are allowed, provided the use of such funds facilitate the enrollment, retention, and educational success. Homeless preschool children data and the availability of preschool programs have been disseminated at workshops, conferences, and through special training. Through the LA-EHCY participation in Louisiana's Early Childhood Collaboratives, Early Childhood Education, Head Start and Early Head Start Directors have been made aware of the need to include homeless children in their programs, in developing a working relationship with local homeless liaisons, and in matriculating preschoolers in homeless situations with appropriate access to Head Start and other Early Childhood Education programs.

2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

Before-and after-school care programs for homeless students through subgrant programs, collaborations with other LEA entities which have included programs funded through federal Title I funds as well as through the McKinney-Vento Homeless Act are established. The LA-EHCY



continues to recommend local education agencies in the submission of proposals for federal and state resources that might be used to fund programs for homeless children and youths in accordance with provisions of the McKinney-Vento/Homeless Act. The LA-EHCY does this by providing information about available federal and state resources in school districts. The LA-EHCY recommends LEAs participating in McKinney-Vento funded projects to provide before-school, after-school, extended day, and/or summer programs for homeless children and youths. The LA-EHCY also recommends LEAs participating in McKinney-Vento funded projects to provide homeless students access to before-school, after-school, extended day, and/or summer programs that are available in the LEA, but otherwise difficult for homeless students to participate in.

Several subgrantees provide in-class tutoring during the school day as well as provide services to at-risk students that are at risk of dropping out of school. LEAs follow-up on academic activities of homeless students and allow for increase in the participation in programs that strengthen academic success. Title I set asides provide funding which increases these additional academic programs.

3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

The LA-EHCY, in cooperation with the Louisiana Director of School Lunch/Child Nutrition Programs, develops and disseminates guidelines to schools and homeless service providers that ensure that homeless children and youths have proper access to school meals. Information about the Summer Nutrition Programs is disseminated to all shelters. In collaboration with the Food and Nutrition Section the LA-EHCY ensures homeless liaisons and school personnel are provided with current food and nutrition guidelines so that homeless students participate in Federal, State, or local nutrition programs.

The activities regarding homeless children and school nutrition programs are ongoing. Future activities will involve continual dissemination of school lunch/nutrition program guidelines and various outreach efforts to educate homeless service providers and educators about homeless children and school nutrition programs.

State level identification of resources, including information shared at U.S. Department of Education State Coordinator's Meeting in Washington, D. C. and recent information shared via the homeless education listserv is summarized and disseminated to local homeless liaisons and other entities via newsletter articles, website updates, and training sessions.

The LA-EHCY collaborates with community partners to learn about other programs that might meet the nutritional needs of homeless students and their families. The LA-EHCY coordinates efforts to distribute materials donated by the Feed the Children Foundation annually to two LEAs to serve a regional area.



vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Problems with respect to the education of homeless children and youths, including problems caused by transportation issues and enrollment delays that are caused by immunization requirements; residency requirements; lack of birth certificates; school records or other documentation; or guardianship issues; and uniform or dress code requirements have been addressed by the LA-EHCY through training and continuous outreach to homeless liaisons with a variety of materials and documents. These materials have included letters from the Director of Federal Programs that address school enrollment issues; brochures with information covering strategies to approach these problems in educating homeless children and youths; points of contact and Network Leaders that help ensure that homeless children and youths enroll, attend, and succeed in school.

BESE state regulations (Bulletin 741, Section 341) incorporate the McKinney-Vento language that address immediate enrollment, immunizations, guardianship issues, transportation policies, school of origin language, dispute resolution and nutrition assistance policies.

The materials that have been disseminated by the LA-EHCY includes information regarding a toll-free hotline operated by the LDE to assist with barriers that homeless children and youths encounter. The hotline number also serves as a state and national referral service for homeless issues.

The LA-EHCY conducts training sessions throughout the state to inform educators, school district employees, parents, homeless advocates, service providers, social workers, and other interested parties of various strategies in addressing the problems in educating homeless children and youths. These training sessions include a discussion of prior school records, immunizations and screening, residency, transportation; guardianship requirements; and or uniform or dress code requirements. In addition to preparing and disseminating materials, the LA-EHCY continually reviews the policies of (BESE) that relate to the enrollment and placement of homeless children and youths to ensure that these policies comply with the federal and state laws regarding the education and enrollment of homeless students.

All LEAs participating in McKinney-Vento funded projects for homeless children and youths ensure that activities are conducted to inform LEA personnel (specifically, attendance officers, secretaries, at-risk coordinators, counselors, and principals) of requirements and best practices related to the enrollment and identification of homeless children and youths. The LA-EHCY continues its ongoing activities to address these issues in accordance with previous reauthorization. The LA-EHCY updates previously developed documents and develop new ones to address changes in the law.

The LA-EHCY continues to seek input from homeless parents, students, advocates, shelter directors, and other service providers to identify new and/or continuing issues concerning enrollment delays, and actively works with LEAs to develop reasonable solutions to enrollment-related problems.

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School uniforms for homeless children and youths are provided by several sources such as: Title I, Part A, McKinney-Vento, state general funds, civic and church groups, and other local donations. Efforts to facilitate enrollment when immunizations may cause delays have been addressed through collaborative efforts with the Louisiana Department of Health and Hospitals and BESE regulations.

Subgrantees are required to submit information regarding the review and revision of local policies in their annual evaluation report as well as their signed assurances. In addition to preparing and disseminating materials, the LA-EHCY continually reviews the regulations of BESE that relate to the enrollment and placement of homeless children and youths to ensure that these policies comply with the federal and state laws regarding the education and enrollment of homeless students. All LEAs are recommended to set aside funding and required to design a plan to enroll and serve homeless children and youths as part of assurances to implement McKinney-Vento requirements.

vii. Describe how youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homes Children and Youths program.

Two Louisiana laws, enacted through Act 704 (2010) and Act 643 (2014), set forth expectations regarding the purpose and components of a student Individual Graduation Plan for all students enrolled in Louisiana public schools. By the end of the eighth grade, every student, working with the school counselor or IEP team (when applicable) must develop an Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall postsecondary transition plan.

By the end of the tenth grade, each student's Individual Graduation Plan will be updated to include the recommended sequence of courses for successful completion of his/her chosen pathways, leading either to a university preparatory diploma or a career diploma that requires the attainment of a state-approved industry-based certificate. This updated Individual Graduation Plan will be based on the student's academic record, talents and interests and shall outline high school graduation requirements relevant to the student's chosen postsecondary goals. Each student, with the assistance of the school counselor, will be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her postsecondary goals. Each student's Individual Graduation Plan will continue to be reviewed annually and updated or revised as needed.

Students selecting the university pathway will continue to pursue core academic credits that mirror the college preparatory core curriculum. Having completed all core course credits, students may graduate from high school early, or pursue Advanced Placement®, International Baccalaureate®, CLEP®, or dual enrollment credits.

Students pursuing a career and technical education pathway may earn basic or advanced credentials in statewide or regional career areas or equivalent credentials earned through dual enrollment coursework (Certificates of Applied Sciences, Certificates of Technical Studies, or Technical

Diplomas). Students graduating with a Career Diploma will be required to attain state approved Jump Start (career and technical education) statewide or regional credentials.

The LDE will continue to ensure that ongoing training and outreach to school counselors include guidance and support relative to meeting the unique needs of homeless students in completing the Individual Graduation Plan.

With regard to financial aid, Louisiana recently enacted regulations guaranteeing students with access to support in applying for federal financial aid to support their post-secondary education. Most Louisiana high school graduates are eligible for some form of state or federal financial aid – either merit-based or need-based. Louisiana requires, pursuant to state board regulations, public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. Complete the FAFSA; or
2. Complete the application for state-based aid; or
3. Submit a waiver request.
  - a. A parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA (sample: non-participation LEA form/Letter); or
  - b. Receive a waiver through a local school system hardship waiver process.

The LDE will continue to train and support school counselors in ensuring that the unique needs of homeless students are addressed as they carry out these expectations. This includes guidance provided by the U.S. Department of Education regarding the ability of homeless students to complete and submit the FAFSA.



### Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Each of Louisiana's LEAs applies for ESEA/ESSA federal funds through the agency's Consolidated Application process. As a part of the application process, each LEA is asked to verify a list of general assurances, as well as individual program assurances. The provisions in Section 427 of GEPA are a part of the general assurances that LEAs agree to when applying for federal funds. In addition, ensuring equitable access to and participation in federally funded programs for students, teachers and other program beneficiaries with special needs are a part of our statewide monitoring protocols. If during the review a barrier to access is identified, the LEAs is required to submit a corrective action plan to remove the barrier and provide evidence that the corrective actions are being implemented. Lastly, Louisiana has a complaint procedure in place that provides program beneficiaries an avenue to report any concerns relative to having equal access to federally assisted program provisions.

## APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
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B	97	Educator Equity Differences in Rates Tables
C	100	Educator Equity Extension Plan and Differences in Rates Tables
D	102	Monitoring Report Card



## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

#### Reading/Language Arts: Percent Mastery or Above

Subgroups	Reading/ Language Arts: Baseline (2016)	Reading/ Language Arts: Interim Goal (2018)	Reading/ Language Arts: Interim Goal (2022)	Reading/ Language Arts: Long-term Goal (2025)	Reading/ Language Arts: Avg. Annual % Gain
All students	41	46	56	63.5	2.5
Economically disadvantaged students	33	39.8	53.3	63.5	3.4
Children with disabilities	12	23.4	46.3	63.5	5.7
English learners	15	25.8	47.3	63.5	5.4
White	53	55.3	60.0	63.5	1.2
Black or African American	28	35.9	51.7	63.5	3.9
Hispanic/ Latino	38	43.7	55.0	63.5	2.8
Homeless (reporting begins 2017-2018)	25	33.6	50.7	63.5	4.3
Military-affiliated (reporting begins 2017-2018)				63.5	

#### Mathematics: Percent Mastery or Above

Subgroups	Mathematics: Baseline (2016)	Mathematics: Interim Goal (2018)	Mathematics: Interim Goal (2022)	Mathematics: Long-term Goal (2025)	Mathematics: Avg. Annual % Gain
All students	34	39	49	56.5	2.5
Economically disadvantaged students	27	34	47	56.5	3.4
Children with disabilities	12	23	46	56.5	5.7
English learners	20	31	52	56.5	5.4
White	47	49	54	56.5	1.2
Black or African American	21	29	45	56.5	3.9
Hispanic/ Latino	33	39	50	56.5	2.8
Homeless (reporting to begin in 2017-2018)	19	28	45	56.5	4.3
Military-affiliated (reporting begins 2017-2018)				56.5	

## B. Graduation Rates

Subgroup	Baseline (2014-15) (A = 75%)	Interim Goal: 2018	Interim Goal: 2022	Long-term Goal: 2025 (A = 90%)	Avg. Annual % Gain
All students	77.5	80.3	85.8	90	1.4
Economically disadvantaged students	70.8	75.1	83.6	90	2.1
Children with disabilities	44.3	54.5	74.8	90	5.1
English learners	50.2	59.0	76.7	90	4.4
White	82.7	84.3	87.6	90	0.8
Black or African American	71.4	75.5	83.8	90	2.1
Hispanic/Latino	74.9	78.3	85.0	90	1.7
Homeless (reporting to begin in 2017-2018)	59.8	66.5	79.9	90	3.4
Military-affiliated (reporting to begin in 2017-2018)	TBD			90	

## C. English Language Proficiency

Because Louisiana recently finalized its English language proficiency standards, and because the aligned exam will be administered for the first time in 2017-2018, progress towards English language proficiency will be included in school and district accountability beginning in 2018-2019. After an initial baseline year of results is available, Louisiana will work with stakeholders, accountability commission, and BESE to establish ambitious long-term goals.

## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".*

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by and inexperienced teacher	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	31.41%	-8.98%	40.99%	5.7%	22.76%	5.46%
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	40.39%		35.29%		17.30%	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	31.48%	-9.43%	44.00%	7.98%	25.22%	7.66%
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	40.91%		36.02%		17.56%	



If the SEA has defined other optional key terms, it must complete the table below.

**Not Applicable.**

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

**Not Applicable**

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	



If the SEA has defined other optional key terms, it must complete the table below.

**Not Applicable.**

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

## APPENDIX D: MONITORING REPORT CARD

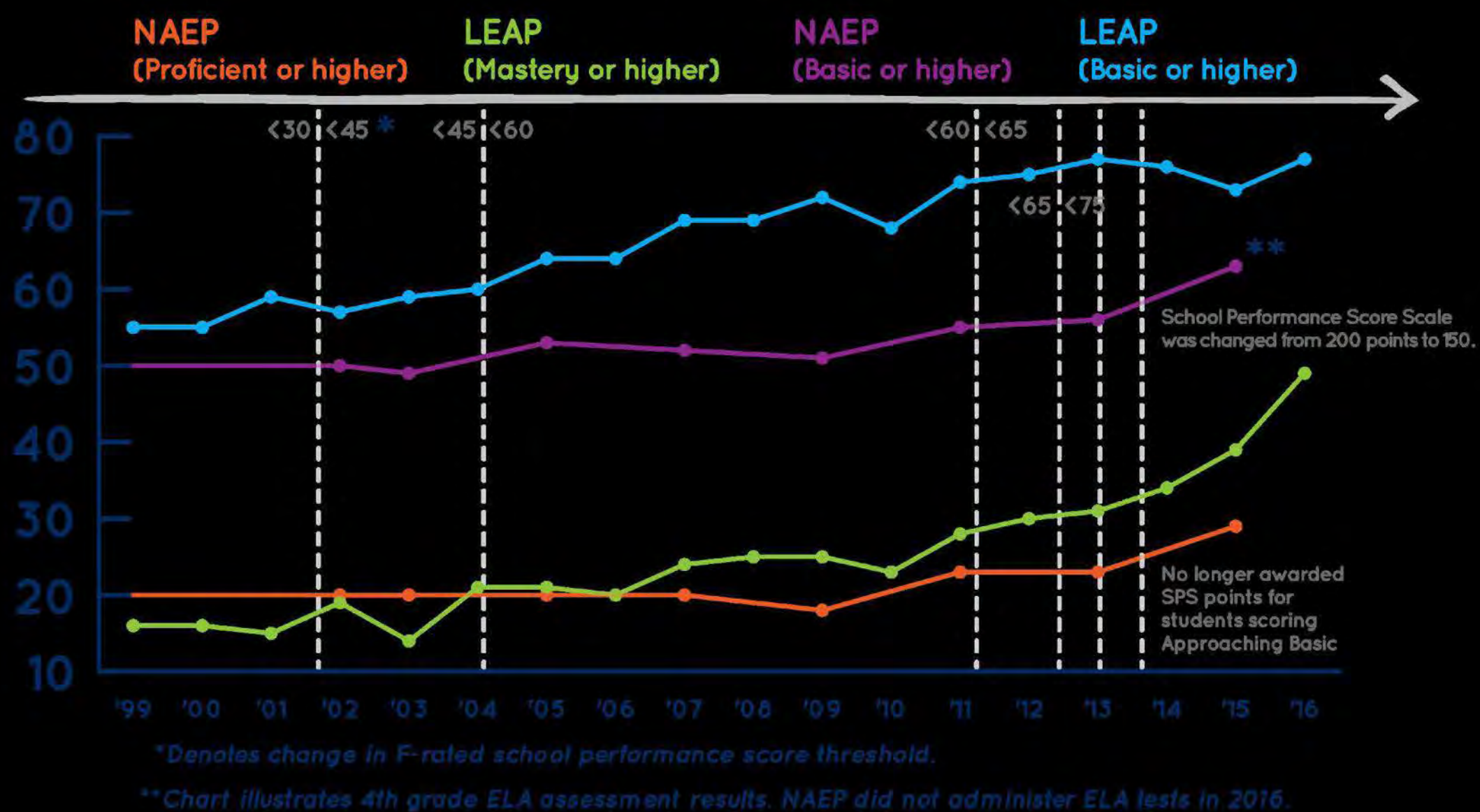
DEPARTMENT of EDUCATION Louisiana Believes		SAMPLE					
Division of Statewide Monitoring – ESSA Monitoring Rubric SY2016-2017							
LEA NAME:				Site Code:			
Monitoring Risk Indicators		Point Value					Assigned Points
<b>RISK 1 – Academic Achievement - Local Education Agency Letter Grades</b>							
<p><b>Letter grades (A-F)</b> show the quality of school performance based on student achievement data. For <b>elementary schools (K-6)</b>, 100% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies. For <b>middle schools (7-8)</b>, 95% of the grade is based on student achievement on annual assessments with the final 5% based on credits earned through 9th grade. For <b>high schools (9-12)</b>, half of the grade is based on student achievement (25% ACT and 25% EOC) and half is based on graduation (25% graduation index rewards AP and IBC exam credit and 25% cohort graduation rate). Schools may also earn points for significant improvement with students who are academically behind.</p>							
LEA Letter Grade		Point Value	2014-15 Actual				
Grade A or B		15	C				10
Grade C		10					
Grade D		5					
Grade F		0					
<b>RISK 2 – Statewide Assessment Proficiency - English Language Arts</b>							
<p><b>Measurement:</b> Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.</p>							
Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 9 to 50	4	65.2%	70	63.9%	62	8	2
Quartile 3 = 1 to 8	2						
Quartile 2 = 0 to -5	0						
Quartile 1 = -6 to -60	0						
<b>RISK 3 – Statewide Assessment Proficiency - Mathematics</b>							
<p><b>Measurement:</b> Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.</p>							
Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 12 to 66	4	65.4%	76	58.7%	68	8	2
Quartile 3 = 2 to 11	2						
Quartile 2 = 1 to -5	0						
Quartile 1 = -6 to -57	0						

Risk 4- Program Compliance					
<b>Measurement:</b> Two factors are weighted in the Program Compliance category: (1) Findings in Title I and Title II programs from single audits and fiscal monitoring reports during 2013-2014 and 2014-2015; and (2) Findings from ESSA program compliance reviews for 2014-2015 and 2015-2016.					
Findings of Program Non-compliance	Point Value	2014-2015 Actual			
No program findings	3	2			2
1 - 2 findings of non-compliance	2				
3 - 4 findings of non-compliance	1				
5 or more findings of non-compliance	0				
LEA Total Points					16
Low Risk - (19-26 points)	<input type="checkbox"/>		Quartile Descriptors		ML
Moderate Low Risk - (15-18 points)	<input checked="" type="checkbox"/>				
Moderate High Risk - (9-14 points)	<input type="checkbox"/>		Q4 = Significant Growth	Q2 = No Change, Decline	
High Risk (0-8 points)	<input type="checkbox"/>		Q3 = Growth	Q1 = Significant Decline	

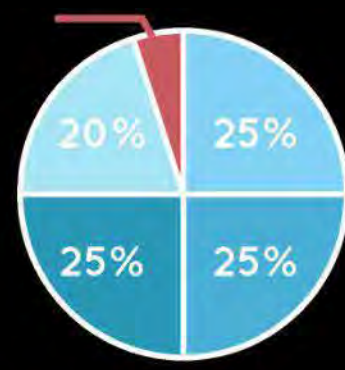
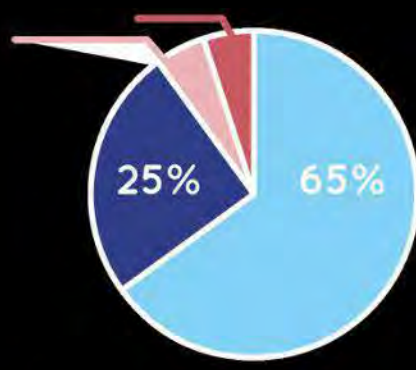
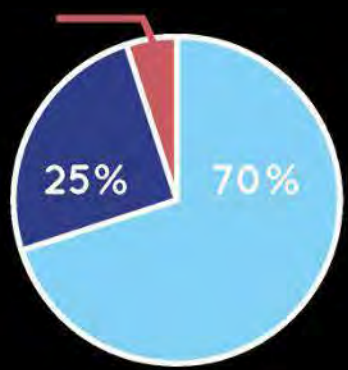










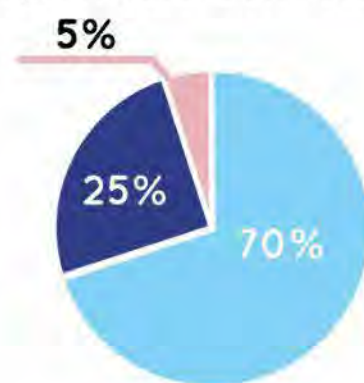


### Elementary Schools



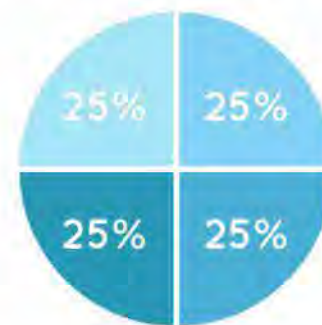
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index

### Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Dropout Credit Accumulation Index

### High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate



**Division of Statewide Monitoring – ESSA Monitoring Rubric SY2016-2017**

LEA NAME:

Site Code:

Monitoring Risk Indicators

Point Value

Assign  
Point

**RISK 1 – Academic Achievement - Local Education Agency Letter Grades**

**Letter grades** (A-F) show the quality of school performance based on student achievement data. For **elementary schools (K-6)**, 100% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies. For **middle schools (7-8)**, 95% of the grade is based on student achievement on annual assessments with the final 5% based on credits earned through 9th grade. For **high schools (9-12)**, half of the grade is based on student achievement (25% ACT and 25% EOC) and half is based on graduation [25% graduation index rewards AP and IBC exam credit and 25% cohort graduation rate]. Schools may also earn points for significant improvement with students who are academically behind.

LEA Letter Grade	Point Value	2014-15 Actual	
Grade A or B	15	C	10
Grade C	10		
Grade D	5		
Grade F	0		

**RISK 2 – Statewide Assessment Proficiency - English Language Arts**

**Measurement:** Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.

Cut Scores - Economically Disadvantaged Students All Tested Grades	2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 9 to 50	4	65.2%	70	63.9%	62	8
Quartile 3 = 1 to 8	2					
Quartile 2 = 0 to -5	0					
Quartile 1 = -6 to -60	0					

**RISK 3 – Statewide Assessment Proficiency - Mathematics**

**Measurement:** Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.

Cut Scores - Economically Disadvantaged Students All Tested Grades	2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 12 to 66	4	65.4%	76	58.7%	68	8
Quartile 3 = 2 to 11	2					
Quartile 2 = 1 to -5	0					
Quartile 1 = -6 to -57	0					



## Risk 4- Program Compliance

**Measurement:** Two factors are weighted in the Program Compliance category:

- (1) Findings in Title I and Title II programs from single audits and fiscal monitoring reports during 2013-2014 and 2014-2015; and
- (2) Findings from ESSA program compliance reviews for 2014-2015 and 2015-2016.

Findings of Program Non-compliance	Point Value	2014-2015 Actual			
No program findings	3	2			2
1 - 2 findings of non-compliance	2				
3 - 4 findings of non-compliance	1				
5 or more findings of non-compliance	0				
LEA Total Points					16
Low Risk - (19-26 points)	<input type="checkbox"/>		Quartile Descriptors		MI
Moderate Low Risk - (15-18 points)	<input checked="" type="checkbox"/>				
Moderate High Risk - (9-14 points)	<input type="checkbox"/>		Q4 = Significant Growth	Q2 = No Change, Decline	
High Risk (0-8 points)	<input type="checkbox"/>		Q3 = Growth	Q1 = Significant Decline	



**NEW MEXICO RISING**  
NEW MEXICO'S STATE PLAN  
FOR THE EVERY STUDENT SUCCEEDS ACT



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## **Instruction for Completing the Consolidated State Plan**

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

### **Submission Procedures**

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017, is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017, is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

### **Publication of State Plan**

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Website in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

**For Further Information:** If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

## Programs Included in the Consolidated State Plan

*Instructions:* Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

### **Educator Equity Extension**

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.



## Section 1: Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### 1.1 Academic Achievement.

- i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.*

The academic achievement goals outlined below reflect the extensive stakeholder engagement and cooperation of thousands of New Mexicans and are aligned with statewide efforts to improve New Mexico's economy and global competitiveness. In setting student achievement targets for *all students*, the Public Education Department (PED) considered projections about what the state's economy will demand beyond 2020 and beyond 2030. A New Mexico child entering kindergarten this year will be in the graduating high school class of 2029, and will enter the workforce in that decade.

Over the last several years, New Mexicans have come together to set a bold vision for our state's future. New Mexico's Chief Executive, Governor Susana Martinez, in conjunction with stakeholders from the higher education community, laid out the ambitious "Route to 66" plan in September 2016. The plan establishes a rigorous yet attainable target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. In order to support these efforts, New Mexicans must embrace the opportunity ESSA to establish targets through 2022 (at minimum) that raise expectations for our students, ensure that the PreK-12 community is aligned to New Mexico's student achievement goals, and prepare our state's citizens to achieve at the highest levels in their academic and professional careers. We are on the way to achieving the goals outlined below. Our results are rising. Last year, our 11<sup>th</sup> grade students had the highest growth of all PARCC states in 11th Grade ELA Proficiency. (Appendix U).

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*"Please hold districts accountable for meeting these goals. I would be interested to know whether the strategic plans of all of our districts feed into these goals and when the plans are viewed in totality, whether our 2020 metrics can/will be reached."*

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As New Mexicans engaged in the state's ESSA planning process, PED concurrently engaged in a comprehensive strategic planning process to best seize the opportunity to build upon the strong foundation that has been established in New Mexico over the past decade. Over the past five years, New Mexico has been one of a handful of states that has been a consistent truth-teller with its students, parents, teachers, and taxpayers: efforts to lower the bar for students have been thwarted, and it will be incumbent upon those in leadership positions at the federal, state, and local levels to prevent New Mexico from sliding backward in the years ahead. See Appendix A for New Mexico's student achievement results, school performance, and educator performance in recent years.

The PED's *Strategic Plan 2017-2020: Kids First, New Mexico Wins*, outlined ambitious student achievement goals through 2020 that will provide a three-year snapshot to ensure New Mexico's progress toward the "Route to 66" goal. New Mexico's short-term goals (through academic year 2019-2020) include the following:

- More than 50% of students academically proficient in ELA and mathematics
- More than 80% of students graduate high school
- No more than 25% of college enrollees require remediation

The PED believes that every one of the New Mexico's children can succeed. A student's ethnic background, socio-economic status, primary home language, prior academic experience, or home community within the state is not an excuse to lower expectations for our students, our schools, or our educators that serve them. The goals above set New Mexico on the path to achieve the Route to 66 goal, and are grounded in metrics that take into account where the state is now, without compromising a clear vision of where the state should be in the near future.



New Mexico's ability to deliver on the "Route to 66" 2030 goal requires the state to meet the vision outlined in its strategic plan of being the fastest growing state in the nation when it comes to student outcomes as well as to increase the percent of students who demonstrate readiness for college or career to more than 60% in both ELA and math.

The state metrics contained herein represent trajectories that assume PED's future leadership intends to build upon the student progress (see Appendix X) while continuing to tell the truth to our state's taxpayers and communities. These goals assume that the standard for academic proficiency will not be lowered or compromised. They also assume that the standard for high school graduation will not



be lowered or compromised, that the standard for school performance will not be lowered or compromised, and that public transparency for student results will not be undermined. The short-term statewide goals ensure that PED, districts, schools and educators are all continuing to collaborate in working toward shared outcomes for our communities that will prepare the state for continued success. The long-term statewide goals ensure that such collaboration will continue over the next decade, and make the assumptions above regarding maintaining the highest of expectations for students and educators. If expectations are lowered for kids, stakeholders should take notice.

This belief was echoed in ESSA stakeholder feedback the PED received during the comment period. One local tribe commented, “When compared to the projected goals for other student populations, the target goals for American Indian students are almost thirty points lower. That alarming difference should immediately send up a red flag for the New Mexico Public Education Department (NMPED) and local school districts with large American Indian student populations.”

This sense of urgency in addressing historical and persistent achievement gaps can be juxtaposed with feedback received from other local stakeholders, including, “These goals are unrealistic, especially for SPED and ELL students.”

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*“These goals are ambitious but feasible. I'm happy that this plan lays out high expectations for our students.”*

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The PED stands in support of our local tribes by refusing to lower expectations for any of our students, regardless of their ethnic background, zip code, primary home language, past academic performance, or local community. New Mexico will pull together to increase student achievement and close gaps and put more students on the path to meet the state’s “Route to 66” goal, a goal that is essential to the economic well-being of the state.

New Mexico defines academic proficiency in reading and mathematics as achieving a Level 4 (Meeting Expectations) or Level 5 (Exceeding Expectations) on the Partnership for Assessment of Readiness for College and Careers (PARCC) standardized achievement assessment in Grades 3-11. Students achieving Level 4 or Level 5 indicate that students are on-track to succeed in the following grade and, ultimately, in higher education and the career of their choice. In response to stakeholder feedback received during the community engagement process, New Mexico adjusted its timeline for implementing high school graduation requirements aligned to Levels 4/5 for the Class of 2020. The graduating classes of 2017, 2018, and 2019 will abide by existing high school graduating requirements, which allow Level 3 scores to be used to demonstrate competency in ELA and in math.

The PED also convened an ESSA Technical Working Group (see Appendix B) to refine and improve upon the state’s Alternate Demonstration of Competency for high school students. Given that New Mexico adopted new, rigorous standards under the administration of Governor Bill Richardson, the students in Class of 2020 have experienced high expectations for much of their academic careers.

New Mexico, like the rest of the country, has persistent achievement gaps that range across incomes and races. In touring the state, PED encountered many New Mexicans who believe that every child - regardless of background or zip code - is capable of achieving at the highest levels when exposed to great instruction and school leadership. There is a moral and economic imperative to hold all students to the highest of standards—and to expect that all students will rise to the academic challenges put



before them. In fact, New Mexico is starting to experience the positive impact of this conviction: 77 of the state's 89 districts made gains in mathematics in the 2015-2016 school year, while simultaneously 5,000 more students are proficient in reading. Our youngest students, those in New Mexico PreK, also are making significant gains: 72% scored as "First Steps for Kindergarten" in Literacy despite 59% of these children entering the program scoring well below age-expected norms. Research indicates that high-quality early learning ameliorates the achievement gap, especially for minority children (Minervino, J. & Pianta, R.).

New Mexico places a high priority on the early years, before kindergarten entry, to launch children on a path to school success. New Mexico has invested in a high-quality voluntary PreK program since 2005, serving more than 8,500 children in 2016-2017, and won federal Race to the Top-Early Learning Challenge funds to build a foundation of support for children and families in the critical first five years of life. These efforts in the early years are important strategies to achieving the goals established in "Route to 66", ensuring that all children begin kindergarten with an equal opportunity.

*"I appreciate the goals for significant growth among all students."*

When visiting schools throughout the state, the PED witnessed this positive work in action and experienced how it is making a difference. The long-term goals contained herein reflect that core truth—and New Mexico calls upon its citizens, its policymakers, and its partners in our nation's capital to demand that New Mexico's educational leadership remains unwavering in support of the state's shared commitments articulated below.

In order to support all students in meeting their fullest potential, New Mexico has set academic goals and targets for all "subgroups" as required by federal law. Our goal in New Mexico is that the current lowest performing subgroup must have an academic proficiency rate of 50% by 2022, while simultaneous gains in academic proficiency amongst all groups of students should be on near-parallel tracks. Therefore, the rate of student growth in academic proficiency varies between each subgroup in order to ensure that all of New Mexico's children are beyond 50% academic proficiency (with statewide averages of 64.9% in reading & 61.2% in mathematics) by 2022.

ii. *Provide the baseline and long-term goals in the table below.*

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts				Mathematics			
	Baseline	Year	Goal	Year	Baseline	Year	Goal	Year
<b>All Students</b>								
All Students	27.8	2016	64.9	2022	20.2	2016	61.2	2022
Economically disadvantaged students	20.6	2016	59.8	2022	14.9	2016	56.8	2022
Students with disabilities	6.5	2016	50.0	2022	6.9	2016	50.1	2022
English learners	7.8	2016	50.9	2022	6.8	2016	50.0	2022



Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts				Mathematics			
	Baseline	Year	Goal	Year	Baseline	Year	Goal	Year
Caucasian	42.8	2016	75.2	2022	33.4	2016	72.2	2022
Hispanic	23.2	2016	61.6	2022	16.3	2016	57.9	2022
Asian	55.0	2016	83.7	2022	48.3	2016	84.7	2022
American Indian	17.2	2016	57.4	2022	10.9	2016	53.4	2022
African-American	24.3	2016	62.4	2022	15.1	2016	56.9	2022

## 1.2 Graduation Rate.

- iii. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the state's efforts to meet the ambitious "Route to 66" 2030 goal. As such, New Mexico has established the expectation that:

- **Four-Year Adjusted Cohort:** More than 84.5% of the class of 2022 will graduate high school (2.26% increase/year for all students)
- **Five-Year Adjusted Cohort:** More than 88% of the class of 2021 will graduate high school (2.1% increase/year for all students).
- **Six-Year Adjusted Cohort:** More than 90% of the class of 2020 will graduate high school (1.8% increase/year for all students).

These metrics align with the goal of more than 80% of the class of 2020 graduating high school outlined in the PED's strategic plan. New Mexico will continue to provide direct support to the districts and high schools in reaching these student outcomes, while committing to a high standard for what a high school diploma means for children. While the standard for high school graduation has been lowered by certain states around the country, New Mexico is committed to ensuring that when a student graduates from high school he or she is prepared for college and a career in the 21<sup>st</sup> century. We will continue to require demonstration of competency in reading, writing, math, science and social studies. Our students are meeting high expectations and we know they will continue to graduate academically prepared for college and workforce ready because New Mexico recently hit an all-time high 71% graduation rate. With continued high expectations and appropriate supports and interventions for struggling students, we expect to see our students continue to rise to the challenge.

As with academic achievement, the four-year, five-year, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps, including all subgroup data required by federal mandate. The accelerated rate, regardless of subgroup, does not exceed

three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in graduation rate. Therefore, these goals across the different cohorts are ambitious, attainable, and put New Mexico on a path toward reaching the “Route to 66” goal in 2030, which will require INCREASING graduation rates while DECREASING remediation rates. Given New Mexico’s college-and-career ready bar for high school graduation – which must be maintained in the decade ahead – this is attainable.

- iv. *Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
<b>Four-Year Adjusted Cohort Graduation Rate</b>				
All Students	71	2016	85	2022
Economically disadvantaged students	67	2016	82	2022
Students with disabilities	62	2016	79	2022
English learners	67	2016	82	2022
Caucasian	76	2016	88	2022
Hispanic	71	2016	84	2022
Asian	81	2016	91	2022
American Indian	63	2016	79	2022
African-American	61	2016	78	2022

- v. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
<b>Five-Year Adjusted Cohort Graduation Rate</b>				
All Students	75	2015	88	2021
Economically disadvantaged students	72	2015	86	2021
Students with disabilities	68	2015	83	2021
English learners	73	2015	86	2021
Caucasian	79	2015	90	2021
Hispanic	74	2015	87	2021
Asian	84	2015	93	2021
American Indian	71	2015	85	2021
African-American	68	2015	83	2021
<b>Six-Year Adjusted Cohort Graduation Rate</b>				
All Students	79	2014	90	2020
Economically disadvantaged students	75	2014	88	2020
Students with disabilities	72	2014	86	2020



Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
English learners	76	2014	89	2020
Caucasian	83	2014	92	2020
Hispanic	78	2014	89	2020
Asian	91	2014	97	2020
American Indian	75	2014	88	2020
African-American	76	2014	88	2020

### 1.3 English Language Proficiency.

- vi. **Description.** *Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:*
1. *How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).*
  2. *The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.*
  3. *How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.*

New Mexico is a member of the WIDA consortium. New Mexico districts administer the ACCESS for ELLs 2.0 assessment as a measure of English language proficiency (ELP) for students identified as English Learners (EL). The ACCESS for ELs 2.0 measures proficiency in four domains: listening, reading, speaking, and writing. There are six levels, which include (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Students are considered proficient in the English language when they achieve a composite (overall) score of 5.0 (Bridging) or higher on the summative ELP assessment.

New Mexico's goal is to develop a model that reflects the true trajectory of language development for our students. Annual ELP growth targets for EL students are based on two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded research and data.

Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for reclassified fluent English proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and in many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to the state the number and percentage



of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

vii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on I.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

New Mexico's goal is to develop a model that reflects the true trajectory of language development for our students. As previously stated, annual ELP growth targets for EL students are based on two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs<sup>®</sup>) from 2010 to 2016 and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be reevaluated and republished prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded in research and data.

Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for reclassified fluent English proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and in many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to state the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

The table below indicates preliminary ELP growth targets for EL students based on currently available data. Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm.

### Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
<b>K-3</b>	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
<b>4-6</b>	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
<b>7</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>8</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>9</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>10</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>11</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

*Data in red indicate years where the student is typically exited from high school*

A.4.iii.c.1 Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Below are the long-term goals and measurements of interim progress for English language proficiency. Since the State will set new cutoff scores for English proficiency through the development of 2017 WIDA ACCESS for ELLs 2.0, the baseline data below are an estimate of the



proficiency rate after the change to the new assessment, and not current data. The long-term goals and interim targets will be updated when we have multiple years of WIDA ACCESS 2.0 data.

Based on our previous Title III Annual Measurable Achievement Objective (AMAO) targets for making progress (AMAO 1) and attaining ELP (AMAO 2), the following is a summary the state's annual targets compared to performance:

Year	AMAO 1 Target - (Making progress toward ELP)	Actual	Met/Not Met	AMAO 2 Target (Attaining ELP)	Actual	Met/Not Met
2015	50%	54%	Met	12%	15%	MET
2014	49%	52%	Met	11%	15%	MET
2013	47%	53%	Met	10%	15%	MET
2012	46%	53%	Met	9%	13%	MET

A 2% annual growth rate is ambitious compared to our historical growth, and the recent standards-setting process will make reclassifying more challenging. By keeping our state exit criteria at 5.0 or higher on the overall (composite) score on ACCEESS, the rigor of assessment is increased. While the baseline will most likely change due to shifting cutoff scores this year, the goals below signify a 12% increase from 2016 to 2022; the percent change will remain the same regardless of baseline.

#### English Learner Students Interim Measures of Progress (ACCESS)

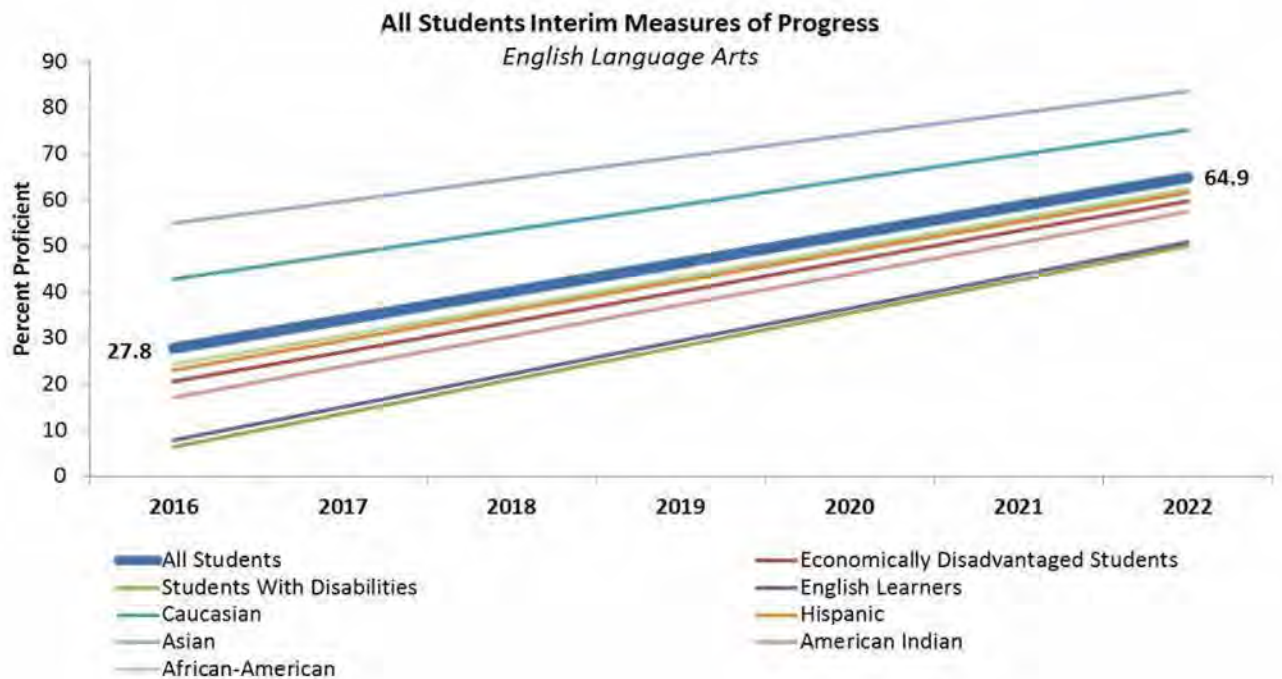
English Language Proficiency Long-Term Goals (ACCESS Proficiency)								
Subgroup	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>								
English learners	2	43	45	47	49	51	53	55

The elementary and secondary ELA and mathematics goals and graduation targets below recognize that the state has made a commitment to closing achievement gaps as all students in New Mexico make substantial gains toward college and career readiness. The focus on accurately measuring student achievement and making those results transparent has led to a consistent drive to raise the bar for students, teachers, schools, and LEAs. This urgent commitment to truth telling and higher standards reflects the fundamental assumption that—regardless of a student's background or prior performance – all students can and will succeed academically at a level that prepares them to thrive in a career vital to the 21st century global economy and at the most rigorous post-secondary level.



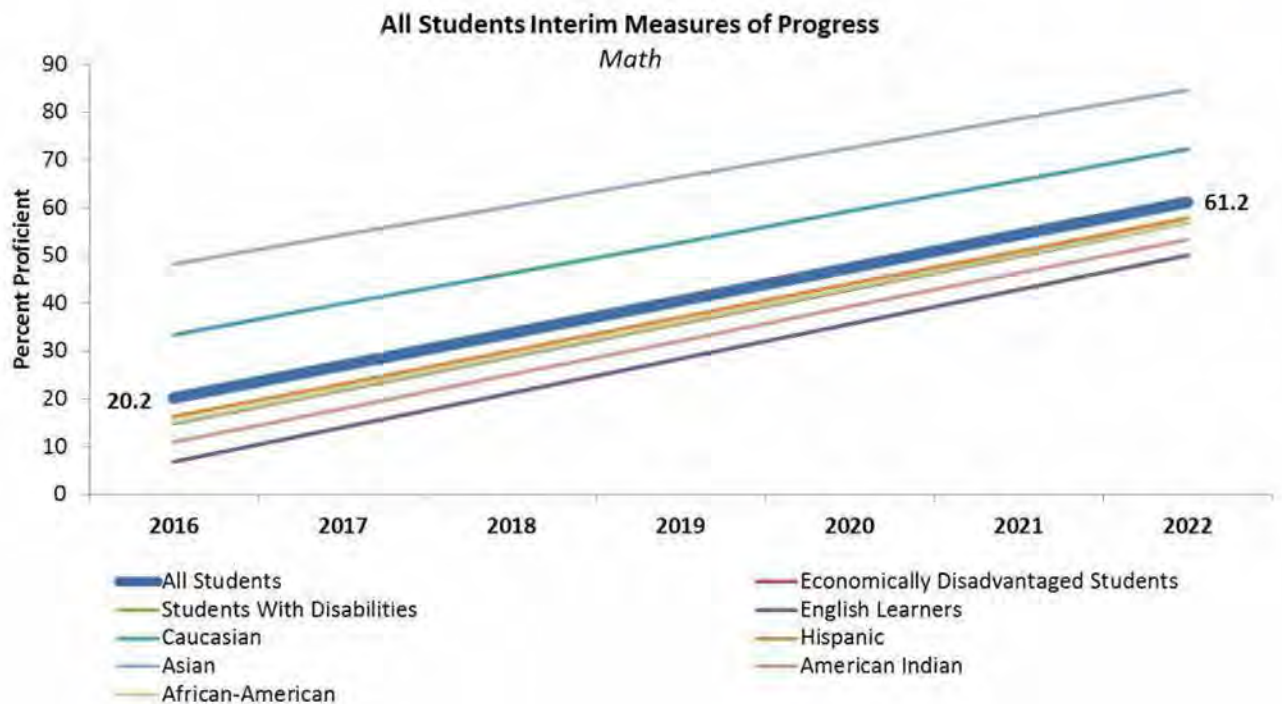
## All Students Interim Measures of Progress (ELA)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>								
All Students	6.18	27.8	34.0	40.2	46.4	52.5	58.7	64.9
Economically disadvantaged students	7.18	20.6	27.1	33.7	40.2	46.7	53.3	59.8
Students with disabilities	7.25	6.50	13.7	21.0	28.2	35.5	42.7	50.0
English learners	7.18	7.80	15.0	22.2	29.4	36.5	43.7	50.9
Caucasian	5.40	42.8	48.2	53.6	59.0	64.4	69.8	75.2
Hispanic	6.40	23.2	29.6	36.0	42.4	48.8	55.2	61.6
Asian	4.79	55.0	59.8	64.6	69.4	74.1	78.9	83.7
American Indian	6.70	17.2	23.9	30.6	37.3	44.0	50.7	57.4
African-American	6.35	24.3	30.6	37.0	43.3	49.7	56.0	62.4



## All Students Interim Measures of Progress (Mathematics)

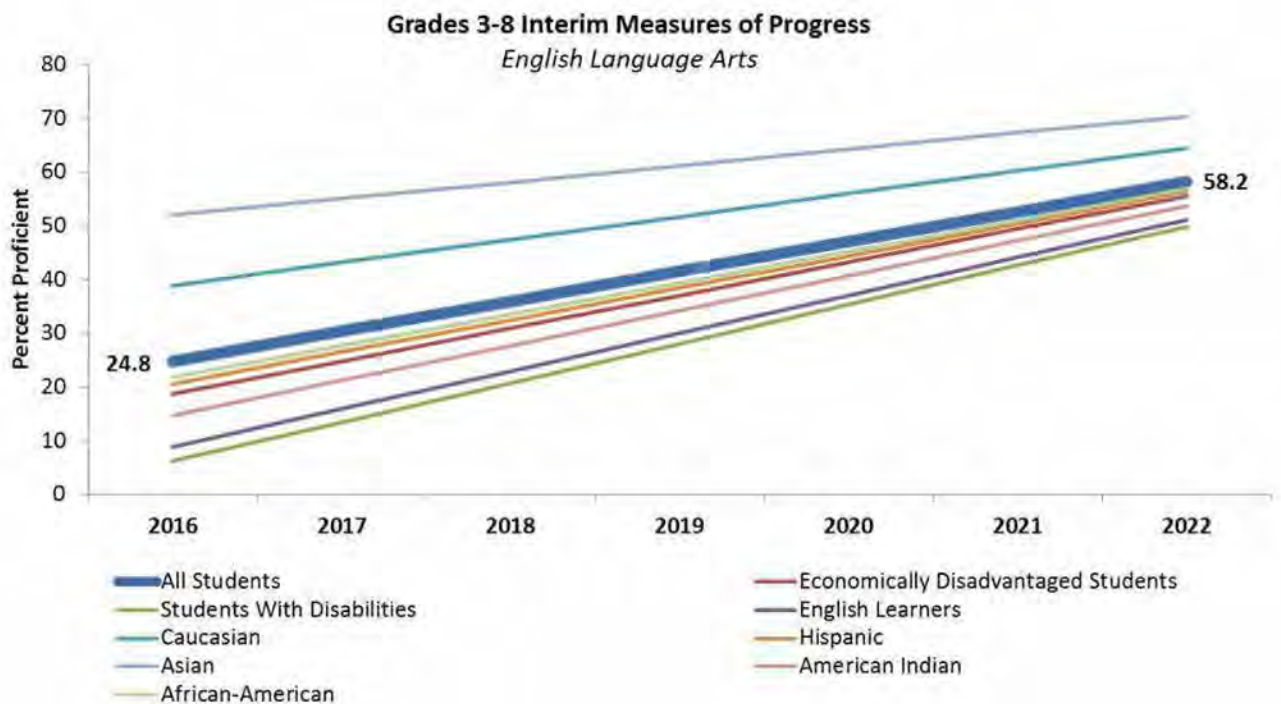
Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>								
All Students	6.83	20.2	27.0	33.9	40.7	47.5	54.3	61.2
Economically disadvantaged students	6.98	14.9	21.9	28.9	35.8	42.8	49.8	56.8
Students with disabilities	7.20	6.9	14.1	21.3	28.5	35.7	42.9	50.1
English learners	7.20	6.8	14.0	21.2	28.4	35.6	42.8	50.0
Caucasian	6.47	33.4	39.9	46.3	52.8	59.3	65.8	72.2
Hispanic	6.94	16.3	23.2	30.2	37.1	44.1	51.0	57.9
Asian	6.07	48.3	54.4	60.4	66.5	72.6	78.6	84.7
American Indian	7.09	10.9	18.0	25.1	32.2	39.3	46.3	53.4
African-American	6.97	15.1	22.1	29.0	36.0	43.0	50.0	56.9





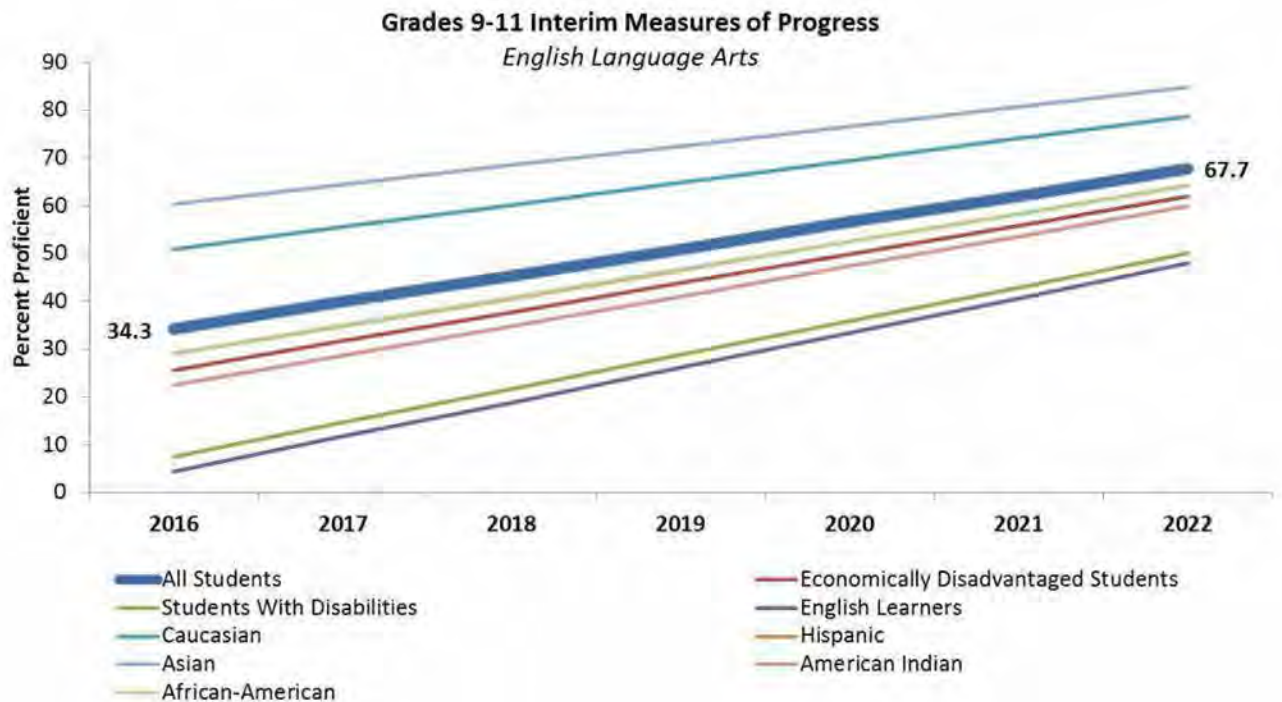
## Grades 3-8 Interim Measures of Progress (ELA)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>Grades 3-8</b>								
All Students	5.57	24.8	30.4	35.9	41.5	47.1	52.6	58.2
Economically disadvantaged students	6.13	18.7	24.8	31.0	37.1	43.2	49.4	55.5
Students with disabilities	7.29	6.2	13.5	20.8	28.1	35.3	42.6	49.9
English learners	7.04	8.9	15.9	23.0	30.0	37.0	44.1	51.1
Caucasian	4.27	38.9	43.2	47.4	51.7	56.0	60.2	64.5
Hispanic	5.96	20.6	26.6	32.5	38.5	44.4	50.4	56.4
Asian	3.06	52.0	55.1	58.1	61.2	64.2	67.3	70.3
American Indian	6.50	14.7	21.2	27.7	34.2	40.7	47.2	53.7
African-American	5.83	21.9	27.7	33.6	39.4	45.2	51.0	56.9



## Grades 9-11 Interim Measures of Progress (ELA)

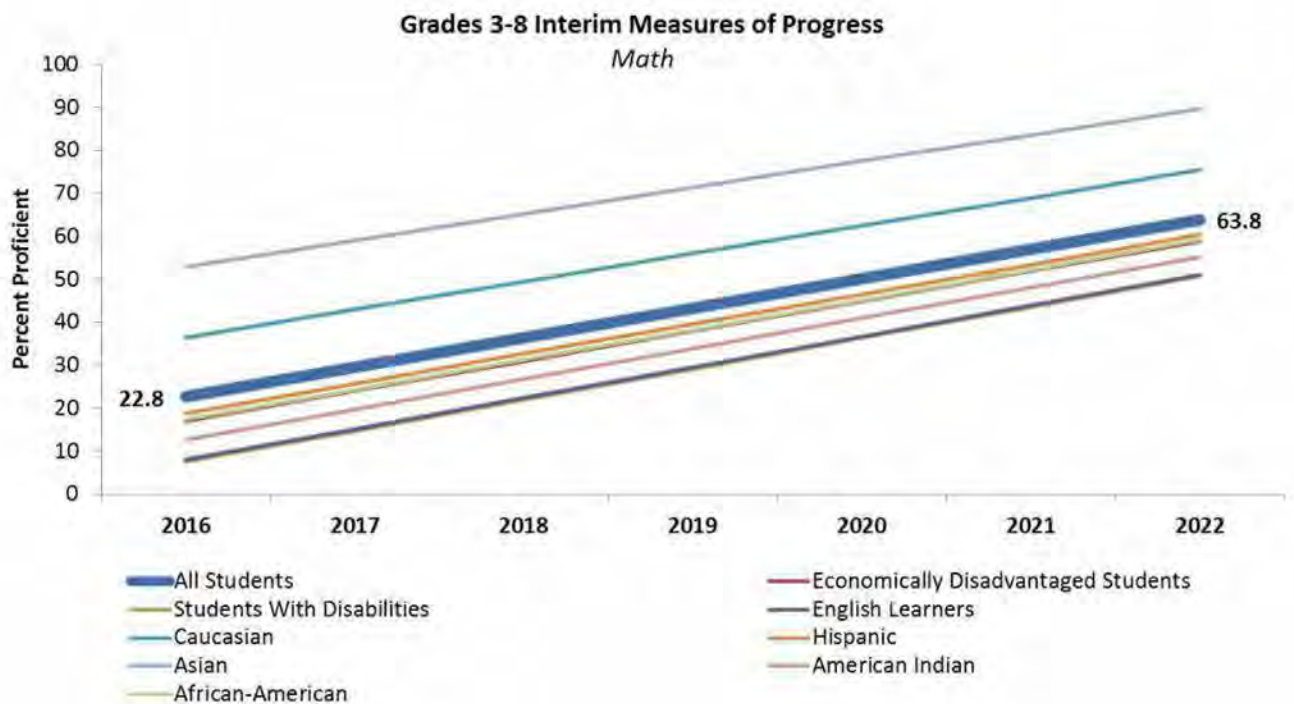
Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>Grades 9-11</b>								
All Students	5.57	34.3	39.9	45.4	51.0	56.6	62.1	67.7
Economically disadvantaged students	6.06	25.6	31.7	37.7	43.8	49.9	55.9	62.0
Students with disabilities	7.09	7.5	14.6	21.7	28.8	35.9	42.9	50.0
English learners	7.27	4.4	11.7	18.9	26.2	33.5	40.7	48.0
Caucasian	4.62	51.0	55.6	60.2	64.9	69.5	74.1	78.7
Hispanic	5.87	29.0	34.9	40.7	46.6	52.5	58.3	64.2
Asian	4.09	60.3	64.4	68.5	72.6	76.6	80.7	84.8
American Indian	6.24	22.4	28.6	34.9	41.1	47.4	53.6	59.9
African-American	5.86	29.1	35.0	40.8	46.7	52.6	58.4	64.3





### Grades 3-8 Interim Measures of Progress (Mathematics)

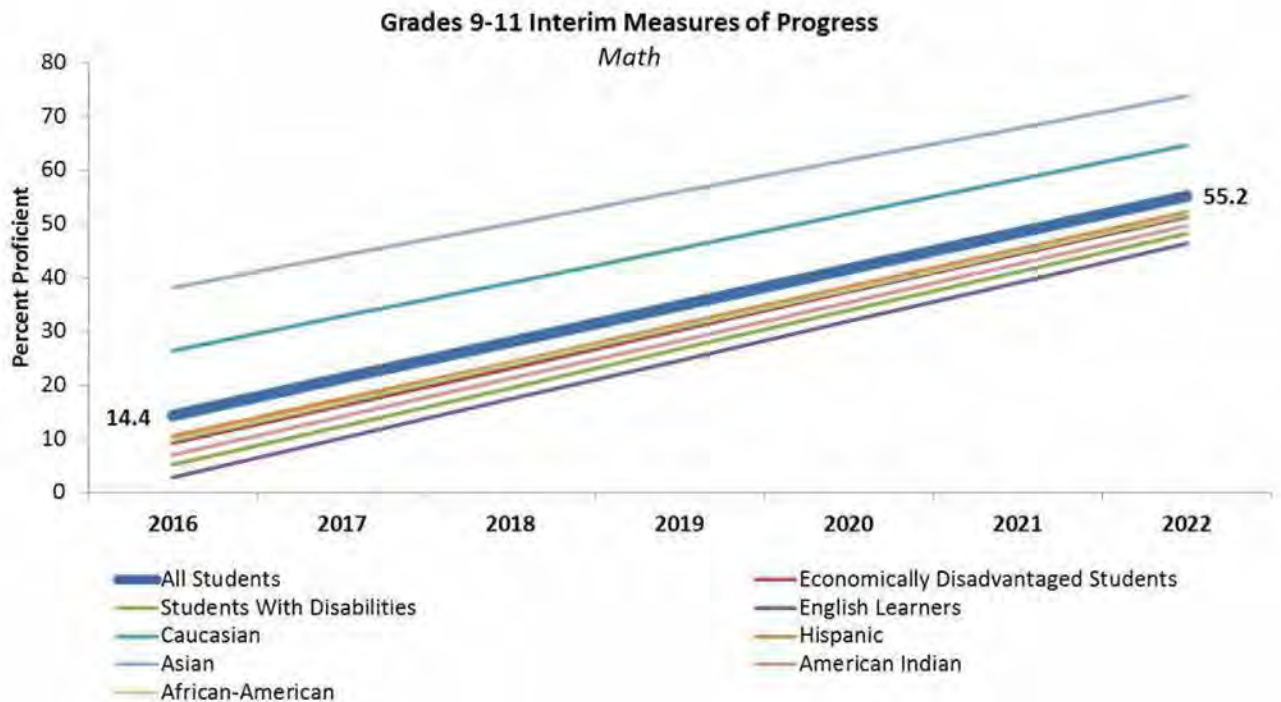
Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>Grades 3-8</b>								
All Students	6.83	22.8	29.6	36.5	43.3	50.1	57.0	63.8
Economically disadvantaged students	6.97	17.1	24.1	31.0	38.0	45.0	51.9	58.9
Students with disabilities	7.19	7.6	14.8	22.0	29.2	36.4	43.6	50.8
English learners	7.18	8.0	15.2	22.4	29.6	36.7	43.9	51.1
Caucasian	6.51	36.5	43.0	49.5	56.0	62.5	69.0	75.6
Hispanic	6.93	18.8	25.7	32.7	39.6	46.5	53.4	60.4
Asian	6.12	53.0	59.1	65.2	71.4	77.5	83.6	89.7
American Indian	7.07	12.7	19.8	26.8	33.9	41.0	48.1	55.1
African-American	6.96	17.4	24.4	31.3	38.3	45.2	52.2	59.2





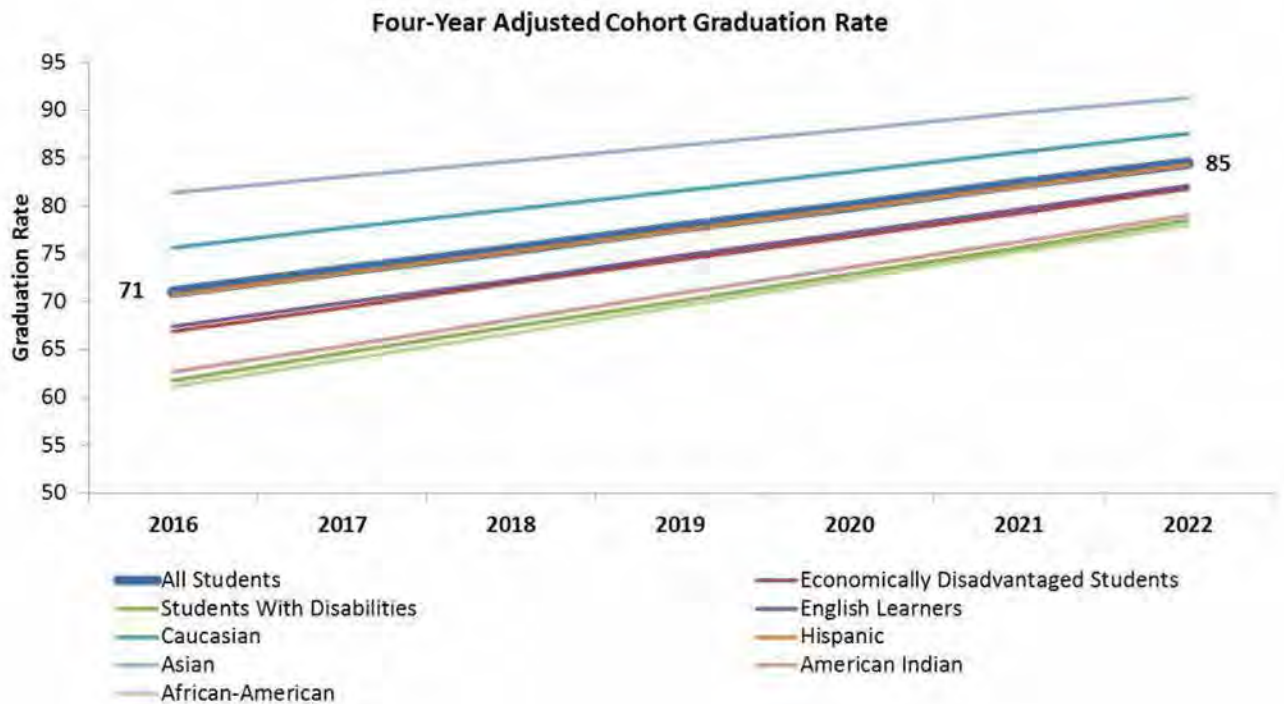
## Grades 9-11 Interim Measures of Progress (Mathematics)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>Grades 9-11</b>								
All Students	6.81	14.4	21.2	28.0	34.8	41.6	48.4	55.2
Economically disadvantaged students	7.01	9.2	16.2	23.2	30.2	37.3	44.3	51.3
Students with disabilities	7.17	5.2	12.4	19.5	26.7	33.9	41.0	48.2
English learners	7.25	2.9	10.1	17.4	24.6	31.9	39.1	46.4
Caucasian	6.36	26.4	32.8	39.1	45.5	51.9	58.2	64.6
Hispanic	6.97	10.4	17.4	24.3	31.3	38.3	45.2	52.2
Asian	5.92	38.2	44.1	50.0	56.0	61.9	67.8	73.7
American Indian	7.10	7.0	14.1	21.2	28.3	35.4	42.5	49.6
African-American	6.99	9.8	16.8	23.8	30.8	37.8	44.7	51.7



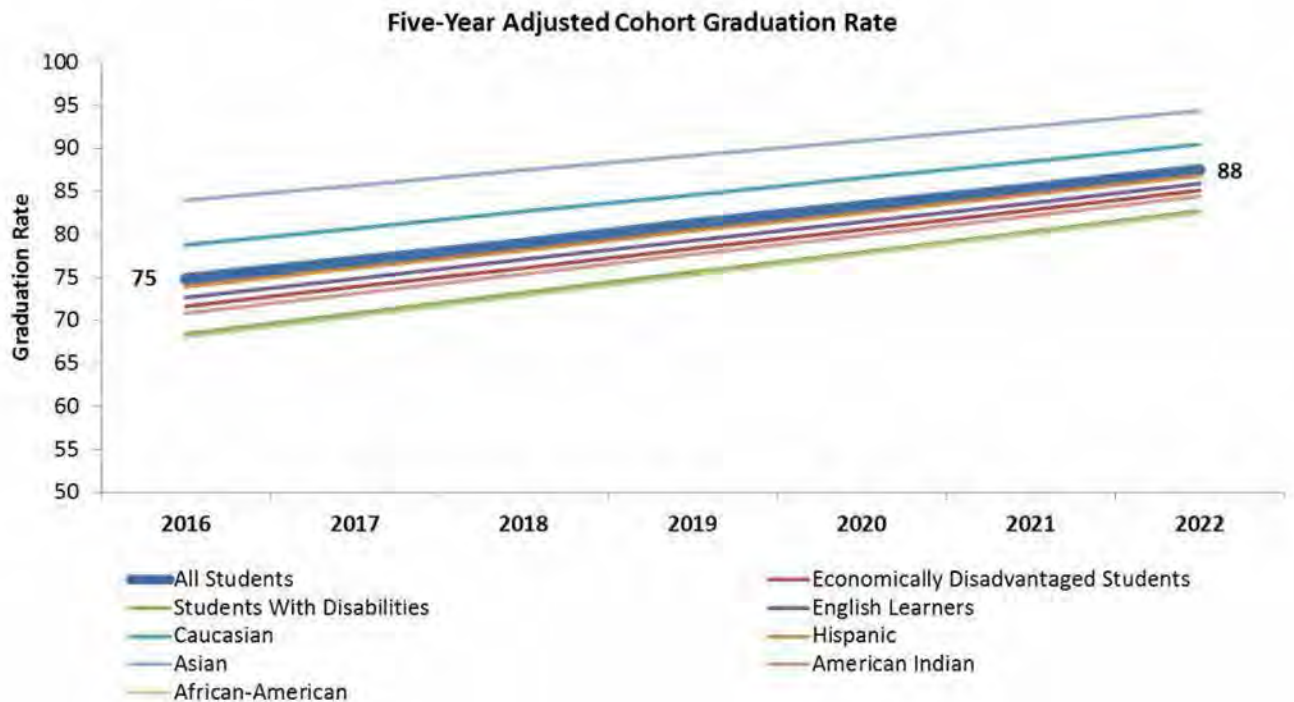
## Four-Year Adjusted Cohort Graduation Rate

Graduation Rate								
Subgroup	Four-Year Adjusted Cohort							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>								
All Students	2.3	71	73	76	78	80	82	85
Economically disadvantaged students	2.5	67	69	72	74	77	79	82
Students with disabilities	2.8	62	65	67	70	73	76	79
English learners	2.5	67	70	72	75	77	80	82
Caucasian	2.0	76	78	80	82	84	86	88
Hispanic	2.2	71	73	75	78	80	82	84
Asian	1.7	81	83	85	86	88	90	91
American Indian	2.7	63	65	68	71	74	76	79
African-American	2.8	61	64	67	70	72	75	78



## Five-Year Adjusted Cohort Graduation Rate

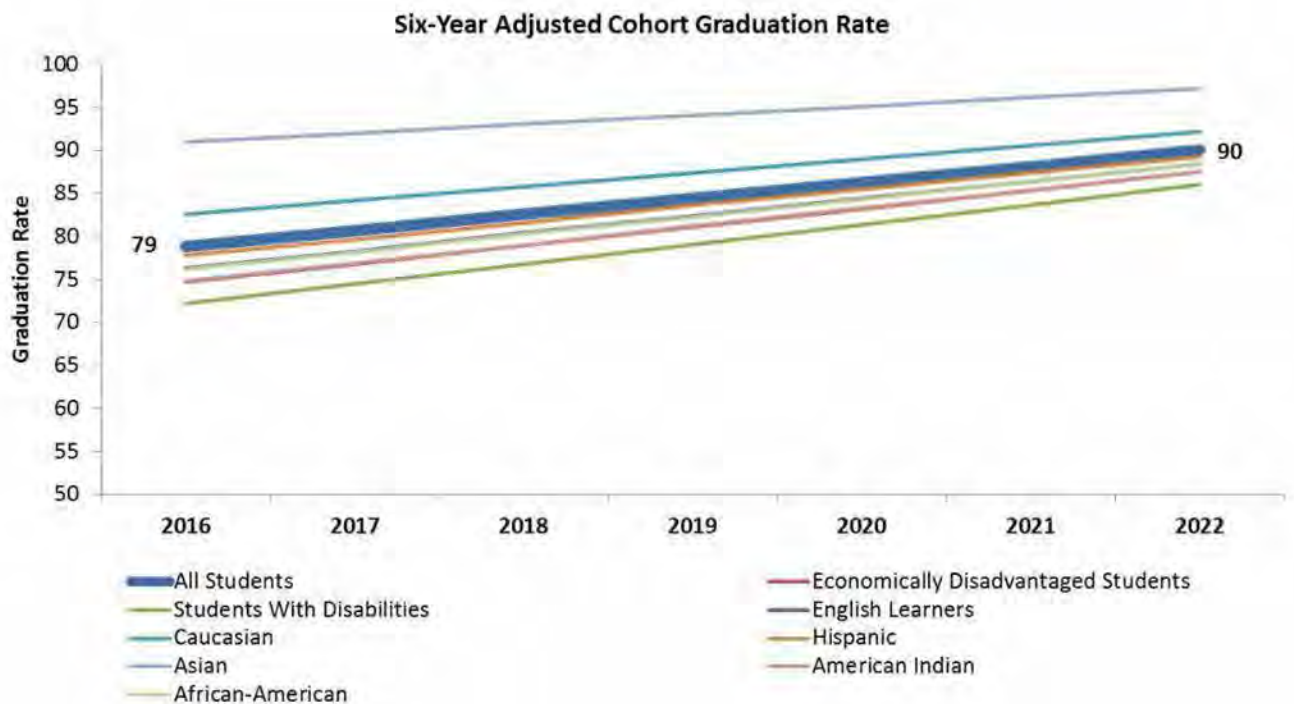
Graduation Rate								
Subgroup	Five-Year Adjusted Cohort							
	Rate of Growth	2015	2016	2017	2018	2019	2020	2021
<b>All Students</b>								
All Students	2.1	75	77	79	81	83	85	88
Economically disadvantaged students	2.2	72	75	77	80	82	84	86
Students with disabilities	2.5	68	71	73	76	78	81	83
English learners	2.2	73	75	77	80	82	84	86
Caucasian	1.8	79	81	83	85	86	88	90
Hispanic	2.1	74	76	78	80	83	85	87
Asian	1.5	85	86	87	89	90	92	93
American Indian	2.3	71	73	76	78	80	83	85
African-American	2.5	68	71	73	76	78	81	83






## Six-Year Adjusted Cohort Graduation Rate

Graduation Rate								
Subgroup	Six-Year Adjusted Cohort							
	Rate of Growth	2014	2015	2016	2017	2018	2019	2020
<b>All Students</b>								
All Students	1.8	79	81	82	84	86	88	90
Economically disadvantaged students	2.1	75	77	79	81	83	85	88
Students with disabilities	2.3	72	75	77	79	81	84	86
English learners	2.0	76	78	80	82	84	86	89
Caucasian	1.6	83	84	86	87	89	91	92
Hispanic	1.9	78	80	82	84	86	87	89
Asian	1.0	91	92	93	94	95	96	97
American Indian	2.1	75	77	79	81	83	85	88
African-American	2.0	76	78	80	82	84	86	88



## Section 2: Consultation and Performance Management



### Graduation Rates... ARE UPI

- ↑ New Mexico's graduation rate increased to an all-time high of 71%
- ↑ Graduation rates for Hispanic, Low-income and English learner students grew at a faster rate than the rest of the state

*Since 2011, graduation rates have increased by 8 percentage points*

### 2.1 Consultation

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*



- A. Public Notice.** *Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

The PED posted an initial state plan draft and sent out a notice of public comment through a variety of communication channels. The public comment period was open from 3/2/2017 to 4/1/2017 and comments were accepted through email, document upload, and mail.

- B. Outreach and Input.** *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

- i. *Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

**See appendix D**

**Introduction to New Mexico's Stakeholder Consultation and Engagement in State Plan Development**

The PED recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of New Mexico's ESSA state plan on behalf of New Mexico students. For that reason, the PED conducted its largest stakeholder engagement tour ever. With an eye towards providing every New Mexico citizen the opportunity to engage in the process of formulating the state plan, the PED worked diligently to provide a wide variety of opportunities for engagement including public meetings, online surveys, targeted working groups and receptions for teachers and parents. Additionally, the PED, in an effort towards bringing forth increased transparency, provided updates throughout every stage of plan development via email and on the PED website.

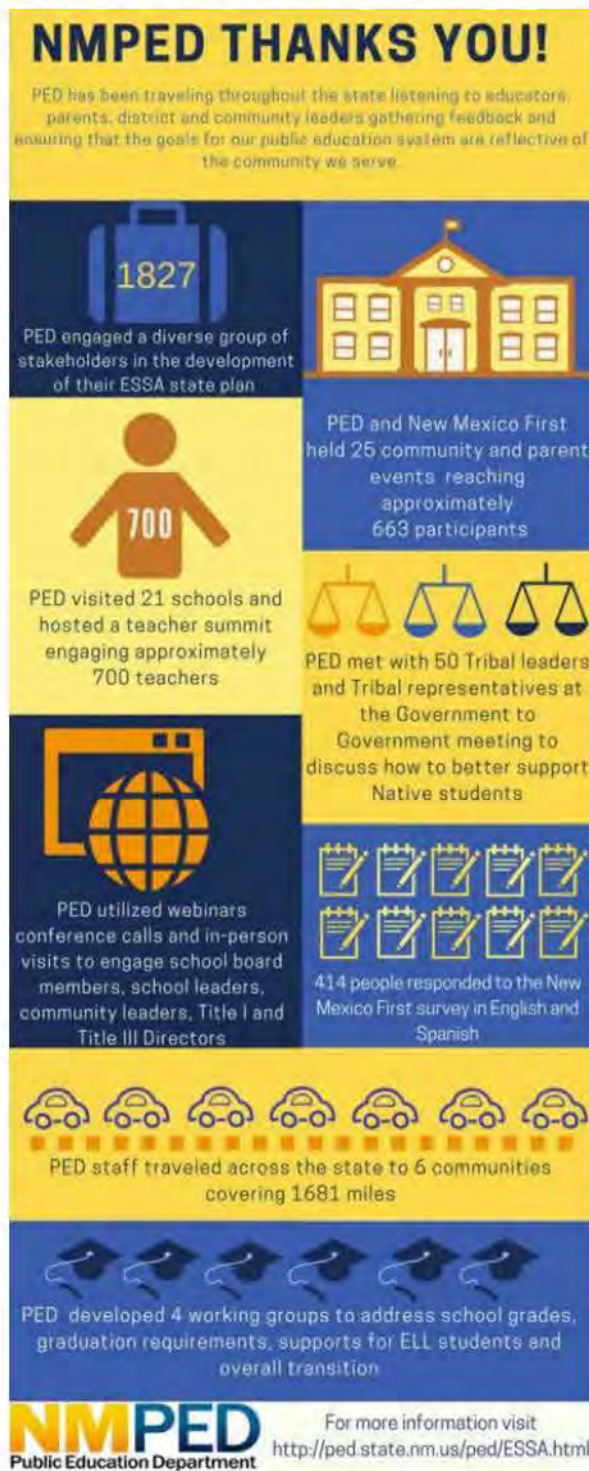
New Mexico's plan to create meaningful and effective opportunities for stakeholder engagement included multiple components used to promote engagement and participation including:

- Email and webpage updates regarding the ESSA state plan
- Statewide *New Mexico Rising* Tour: Engaging our Communities for Excellence
- ESSA Technical Working Groups
- Legislative Education Study Committee (LESC) Working Group
- Online ESSA survey
- Bi-weekly calls with local Superintendents; Monthly calls with Charter School Leaders
- Eight published reports summarizing stakeholder feedback
- Regular consultation with the Governor's Office

- Regular consultation with classroom teachers via the Secretary’s Teacher Advisors, TeachPLUS Policy Fellows, and other current teachers
- Online publication of state draft plan
- Open comment period of state draft plan







Upon completion of initial stakeholder engagement including the New Mexico Rising Tour, the online survey, tribal engagement and school visits, the PED released this infographic electronically to thank communities for their time and engagement. The infographic also provided a great way to update all citizens on the engagement efforts of the PED.

## Email & Webpage Updates

In September 2016, the PED launched an ESSA webpage to provide a central location for all communications related to ESSA. The webpage included information about the upcoming New Mexico Rising Tour, background information about ESSA, guidance about implementation of ESSA and a single point of contact for all issues related to ESSA. Additionally, over the stakeholder engagement process, the website was updated with updates from the department, stakeholder engagement opportunities and summary reports. Additionally, an easy to find button was added to the main PED webpage so that all stakeholders could find relevant information quickly and easily.

Additionally, the department began to circulate regular updates related to ESSA engagement via email. The email updates were delivered to all stakeholder lists available including legislators, superintendents, charter school leaders, teachers, parents and families, community and civic leaders and employers. The email updates were also uploaded to the ESSA webpage for easy reference.



PED'S HOMEPAGE WITH NEW ESSA BUTTON



# NM Public Education Department

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ESSA in New Mexico

Good Afternoon  
 Monday  
 February 22, 2017

Every Student Succeeds Act

New Mexico Rising Tour Feedback and Action Steps

During the Fall of 2016, the New Mexico Public Education Department worked with the non-partisan public policy organization New Mexico First to launch one of the largest education listening tours in New Mexico's history—New Mexico Rising. The feedback collected through the listening tour will inform New Mexico's state plan for the Every Student Succeeds Act (ESSA), which is our roadmap for ensuring that all of our students are learning at high levels. Many of the foundational building blocks that are required in the new law—high standards, accountability, and quality assessments—are already established.

PED is grateful to the hundreds of teachers, parents, and community leaders who gave of their time to provide meaningful and constructive feedback during our listening tour. As we continue to refine our state plan, there are several steps which we can take immediately in response to the feedback we have received. Below are three of the major themes found in the report and how PED is responding to them right away.

[CLICK HERE to read PED's Response to Stakeholder Feedback](#)

[CLICK HERE to Read New Mexico First's Report](#)

Contact:

**Amanda Aragon**  
 Director, Strategic Outreach  
 Phone: (505) 629-8604  
 Email: [amanda.aragon@state.nm.us](mailto:amanda.aragon@state.nm.us)

Update:

**ESSA Update from Secretary Skandera – December 2016**

**ESSA Update from Secretary Skandera – October 2016**

NMPED THANKS YOU!

"Our goal is to ensure that every child in New Mexico has the opportunity to succeed in school and in life. We are grateful for the support of our stakeholders in making this happen. Thank you for your continued support and commitment to our state's future."

1827

PED announced a new group of stakeholders to the ESSA Development and ESSA ESSA Action Plan.

## PED'S ESSA WEBPAGE

### ONLINE RESOURCES:

- [New Mexico Public Education Department ESSA Webpage](#)
- [PED ESSA Update - October](#)
- [PED ESSA Update – December](#)

## New Mexico Rising: Engaging our Communities for Excellence in Education Tour

### Purpose of the Community Meetings

In fall 2016, the PED partnered with New Mexico's leading public policy organization to facilitate a series of twenty (20) meetings in six communities throughout the state, including a session with tribal leaders, known in New Mexico as a "Government-to-Government" consultation. The purpose of this meeting was two-fold. First, to provide PED staff the opportunity to visit schools across New Mexico to see first-hand the rising success of students. Second, to solicit input about how New Mexico's state plan could build upon a strong foundation and continue to support student learning, family engagement, educators, schools and New Mexico communities. The PED developed a partnership with New Mexico First (NMFIRST) to facilitate these community meetings and also to issue an online survey in English and Spanish for all those unable to attend a community meeting.

Prior to the meetings all participants received a background report providing greater detail on the current state of education in New Mexico, information on ESSA. The report was emailed



to all participants and posted publicly online: <http://nmfirst.org/event-details/excellence-in-education>

During the New Mexico Rising Tour, the PED also conducted additional outreach activities including district and school visits, parent and family meetings, and teacher receptions.

In spring and early summer, the PED will return to communities throughout the state to present New Mexico's state plan and respond to specific community requests and questions. The PED is committed to continuing to build upon the State's strong foundation of community engagement.

See below for the calendar of community visits conducted to date:

## Locations

City	Date	Location
Gallup	October 12	Gallup-McKinley County Schools Board meeting in Central Office 640 S. Boardman Drive Gallup, NM 87301
Farmington	October 14	San Juan College Merrion Room 99103 ( <i>School of Energy</i> ) 5301 College Blvd Farmington, NM 87402
Santa Fe	October 17	Santa Fe Public Schools Sierra Vista Room BF Young Building 1300 Camino Sierra Vista Santa Fe, NM 87505
Albuquerque	October 18	CNM Community College Workforce Training Center Room 101 or 103 5600 Eagle Rock Ave NE Albuquerque, NM 87113
Roswell	October 27	Little Theater at Goddard High School 701 E. Country Club Road Roswell, NM 88201
Las Cruces	November 15	New Mexico Farm and Ranch Heritage Museum 4100 Dripping Springs Road Las Cruces, NM 88011

DATES & LOCATIONS OF COMMUNITY MEETINGS

**What Happened at the Meetings**

Each meeting provided participants a chance to learn about ESSA and provide feedback to the PED about statewide priorities, expectations and concerns. In each community, three meetings took place throughout the day and evening, thus accommodating different schedules. One of the three meetings was specifically designed for teachers and we co-led by PED's Teacher-Liaison, an eighteen-year classroom veteran from Albuquerque Public Schools. Each meeting offered some brief opening remarks to set context, but the bulk of the time was devoted to small group discussions about how to ensure educational success for New Mexico students.

All attendees had the opportunity to request any special accommodations needed for their participation including: translators, interpreters, dietary needs, child care, etc. All accommodation requests were met, in order to ensure that every stakeholder who wanted to attend a meeting was able to do so. See below for a sample agenda for a community meeting day:

## Agenda

Each community meeting day included three sessions. All community members were welcomed to register for Session 1 and Session 3, which were public comment and feedback sessions. Session 2 was specifically geared to teachers.

Session Number	Time	Key Stakeholders	Topic and Type of Session
1	10:00 AM 11:30 AM	Community and business leaders, policymakers and community members	<b>School Quality and Accountability Feedback Session:</b> Participants provided suggestions on ESSA implementation through a facilitated process.
2	4:00 PM 5:30 PM	Teachers	<b>Teacher Feedback Session:</b> Participants provided feedback on how to support teachers, focusing on ESSA implementation.
3	6:00 PM 7:30 PM	All community members	<b>School Quality and Accountability Feedback Session:</b> Participants provided suggestions on ESSA implementation through a facilitated process.

ESSA COMMUNITY MEETINGS AGENDA



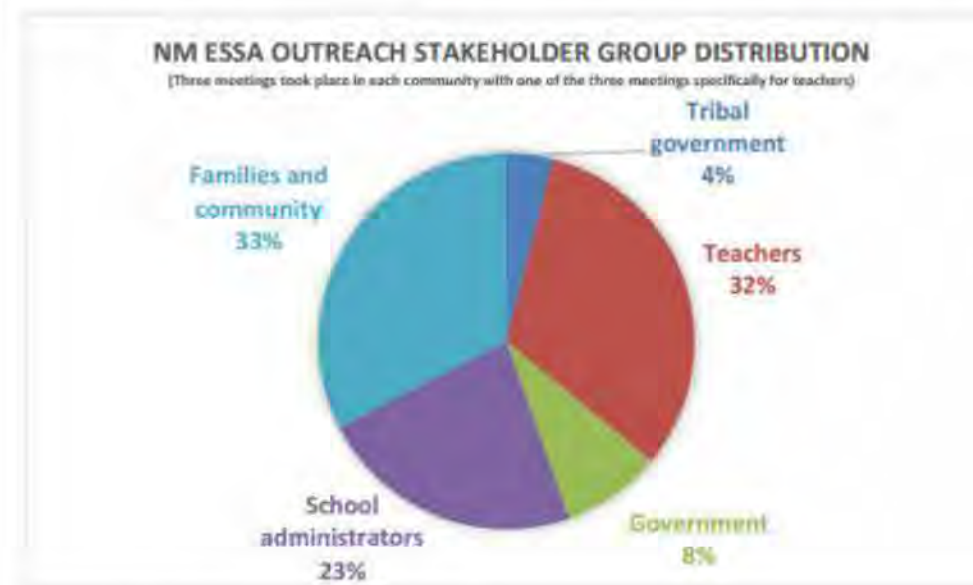
### What Happened Next?

The PED used the input received to inform the development of the New Mexico state ESSA plan. Participants' suggestions played an important role in guiding the development of the state ESSA plan and addressing key components, including better supporting students, families, educators, schools and communities.

In early January 2017, the PED released its initial response to stakeholder feedback after carefully reading through the final stakeholder feedback reports. The initial response was released via email with follow up calls with stakeholder groups including superintendents and teachers: [http://ped.state.nm.us/ped/ESSA\\_docs/NewMexicoRisingResponseFINAL.pdf](http://ped.state.nm.us/ped/ESSA_docs/NewMexicoRisingResponseFINAL.pdf)

### NM Rising Tour Attendees

Over 600 New Mexico citizens participated in New Mexico Rising community engagement meetings including teachers, school administrators, government officials, tribal government leaders and families and community members. Attendance from stakeholder groups is summarized below.



### NM RISING ATTENDEES

#### NM Rising Tour Supplemental Materials

- [New Mexico First Background Report](#)
- [New Mexico First Background Report –Executive Summary in Spanish](#)
- [New Mexico First Final Statewide Summary Report](#)
- [New Mexico Public Education Department Initial Response](#)
- [New Mexico First Final Report – Roswell](#)
- [New Mexico First Final Report – Albuquerque](#)
- [New Mexico First Final Report - Farmington](#)
- [New Mexico First Final Report – Las Cruces](#)
- [New Mexico First Final Report – Santa Fe](#)
- [New Mexico First Final Report – Gallup](#)
- [New Mexico First Final Report – Tribal Engagement Summary](#)

### **ESSA Technical Working Groups**

Beginning in September of 2016, the PED convened six working groups. These groups consisted of the following:

- Opportunity to Learn Working Group (See Appendix Q)
- Future Ready Students Working Group (See Appendix B)
- English Language Indicator Working Group (See Appendix R)
- LESC Working Group: Opportunity to Learn (See Appendix S)
- LESC Working Group: Future Ready Students (See Appendix C)
- LESC Working Group: English Language Indicator (See Appendix T)
- Title I Directors: ESSA Requirements
- Title III Directors: English Language Learners

### **Opportunity to Learn Working Group**

#### **MEETING DATES/TIMES**

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

*All meetings were held at Cooperative Education Services in Albuquerque, NM.*

### **Executive Summary of Opportunity to Learn Working Group**

The PED held four workgroup meetings to discuss additional school quality indicators that could be measured, assessed, recorded, and/or reported on school report cards (“School Grades”)—and considered how those might impact New Mexico’s current School Grading system which is now heading into its sixth year of existence. Given the group’s familiarity with New Mexico School Grades, PED presented an opportunity to focus on the “Opportunity to Learn” indicator.

To learn more about New Mexico’s long-standing commitment to school accountability and public transparency, and to see how the Opportunity to Learn indicator currently works, visit the website at: <http://aac.ped.state.nm.us/>

### **Attendees**

Representatives from the following LEAs/organizations were included in the Opportunity to Learn Working Group:

- Roswell Independent School District
- Albuquerque Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District
- New Mexico Indian Education Advisory Council
- Gallup McKinley County Schools
- Albuquerque Public Schools Board of Education
- Clovis Schools
- Deming Public Schools

### **Future Ready Students Workgroup**

#### **MEETING DATES/TIMES**



- September 26, 2016 from 2:30pm-5:30pm
- November 7, 2016 from 2:30pm-5:30pm
- November 29, 2016 from 2:30pm-5:30pm
- December 12, 2016 from 9:00am-12:00pm

*All meetings were held at Cooperative Education Services in Albuquerque, NM.*

#### **Executive Summary of Future Ready Students Workgroup**

The Future-Ready Students Workgroup reviewed the current PED Graduation Requirements, focusing on the value of the high-school diploma in today's competitive economy. New Mexico's Graduation Checklist, the PED 2016-2017 Alternative Demonstrations of Competency (ADC) Manual, New Mexico Administrative Code (6.19.7), and New Mexico State Statute (22-13-1.1) were all reviewed. Stakeholders also considered education policy from other states in their review and refinement processes. The workgroup developed recommendations for career-ready, college-ready, and portfolio alternate demonstration of competency pathways.

#### **Attendees**

Representatives from the following LEAs/organizations were included in the Future Ready Working Group:

- Albuquerque Charter Academy
- The Learning Alliance
- New Mexico Parent Teachers Association
- The Bridge of Southern New Mexico
- New Mexico School Boards Association
- Rio Rancho Public Schools
- Moriarty-Edgewood School District
- Pecos Independent Schools
- The University of New Mexico
- Central New Mexico Community College
- Aztec Public Schools
- Grants Cibola County Schools
- New Mexico Coalition of Education Leaders
- New Mexico Superintendents Association

#### **English Learner Indicator Working Group (as part of School Grades)**

##### **MEETING DATES/TIMES**

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

*All meetings were held at Cooperative Education Services in Albuquerque, NM.*

#### **Executive Summary of English Learner Indicator Working Group**

The PED held four workgroup meetings to discuss English Language Proficiency (ELP) indicators on school report cards (School Grades). The group discussed the use of student

growth and student proficiency as an ELP indicator of student progress. The PED provided the group with a history of EL performance in New Mexico and current EL data in New Mexico. In the final meeting, the workgroup designed ELP indicators for school grades using a template provided by the PED.

#### **Attendees**

Representatives from the following LEAs/organizations were included in the English Language Indicator Working Group:

- Roswell Independent School District
- Albuquerque Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District
- New Mexico Indian Education Council
- University of New Mexico
- Gallup McKinley County Schools
- Albuquerque Public Schools Board of Education
- Clovis Schools
- Deming Public Schools
- Hobbs Municipal Schools
- Rio Rancho Public Schools

#### **Legislative Education Study Committee – Opportunity to Learn Working Group**

##### **MEETING DATES/TIMES**

- September 16, 2016
- October 14, 2016

#### **Executive Summary of Legislative Education Study Committee Opportunity to Learn Working Group**

The PED held two workgroup meetings to discuss potential additional indicators to be measured, scored and reported on school report cards (School Grades). Historically, New Mexico has utilized student attendance and student/parent surveys as part of the “Opportunity to Learn” in indicator of the school accountability system. This technical workgroup was comprised of members of the Legislative Education Study Committee (LESC):

<https://www.nmlegis.gov/Entity/LESC/Overview>

#### **Attendees**

The following is a list of members who attended one or more of the Legislative Education Study Committee, Opportunity to Learn Working Group:

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESC)
- Representative Tomas Salazar, Member, House Education Committee
- Representative Monica Youngblood, Member, House Business and Industry Committee
- Representative David Gallegos, Member, House Energy, Environment and Natural Resources Committee
- Rachel Gudgel, Director, Legislative Education Study Committee



- Merit Rogne, Research Assistant, Legislative Education Study Committee

### **Legislative Education Study Committee – Future Ready Students**

#### **MEETING DATES/TIMES**

- September 16, 2016
- November 18, 2016
- January 16, 2017

### **Executive Summary of Legislative Education Study Committee Future Ready Students Working Group**

The PED held three workgroup meetings to discuss how students currently utilize Alternate Demonstrations of Competency (ADCs) in seeking a high school diploma and how this approach is aligned with expectations for college and career readiness. The value of a high school diploma and the state's persistently high college remediation rate were also discussed. This workgroup was comprised of members from the Legislative Education Study Committee (LESC). This workgroup reviewed the current New Mexico Graduation Requirements, PED's Graduation Checklist, the 2016-2017 ADC Manual, New Mexico Administrative Code (6.19.7), and New Mexico State Statute (22-13-1.1) to assess the current career-ready, college-ready, and portfolio pathways for Alternate Demonstrations of Competency.

Additionally, the workgroup reviewed portfolios from other states (e.g. TX, WA) in an effort to establish elements that that would provide a quality portfolio pathway for students in New Mexico.

#### **Attendees**

The following is a list of members who attended one or more of the Legislative Education Study Committee, Future Ready Students Working Group:

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Representative Stephanie Garcia Richard, Chair, House Education Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESC)
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Merit Rogne, Research Assistant, LESC

### **Legislative Education Study Committee – English Learners Indicator**

#### **MEETING DATES/TIMES**

- November 16, 2016
- December 14, 2016

### **Executive Summary--LESC English Learners/School Accountability Working Group**

The PED held two workgroup meetings to discuss English Learner indicators on school report cards (School Grades). This workgroup was comprised of members from the Legislative Education Study Committee (LESC). The group discussed the merits of utilizing student academic growth and/or student academic proficiency as English Learner (EL) indicators. PED provided the group with a history of EL performance in New Mexico and current EL student performance data in New Mexico. In the final meeting, the workgroup engaged in a design activity around how ELP indicators could be incorporated into New Mexico's School Grades.

### **Attendees**

The following is a list of members who attended one or more of the Legislative Education Study Committee, English Learners Working Group:

- Senator William Soules, Chair, Senate Education Committee
- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator John Sapien, Member, Senate Finance Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Stephanie Garcia Richard, Chair, House Education Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESC)
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Christina McCorquodale, Senior Research Analyst, LESC
- Merit Rogne, Research Assistant, LES

### **LEA Title III Directors- English Learners**

#### **MEETING DATES/TIMES**

- Friday, September 23, 2016, 1:00 -4:00pm (Attendance: 35)
- Friday, October 14, 2016, 9:00am - 12:00pm (Attendance: 35)
- Friday, November 18, 2016, 9:00am - 12:00pm (Attendance: 35)

*All meetings were held at Albuquerque Hispano Chamber of Commerce, Lockheed Martin Boardroom 1309 4th St SW, Albuquerque, NM 87102*

### **Executive Summary—Title III Directors English Learners Working Group**

During the fall of 2016, the PED's Bilingual Multicultural Education Bureau (BMEB) conducted a series of three stakeholder engagements sessions designed especially for soliciting input from LEA Title III Directors on potential questions and concerns related to change to Title III under ESSA.

#### ***Session Topics:***

- Session #1: Increasing Family Engagement to Support Student Achievement for English Learners
- Session #2: Required ESSA Indicators: English Language Proficiency and School Quality & Student Success
- Session #3: Incorporating English Language Proficiency into Statewide, Accountability System and the Implications on Title III Monitoring

The three main topics that were selected for discussion and engagement pertained to highly prominent features in ESSA: parent and family engagement; the new English language proficiency (ELP) indicator in statewide accountability, state-determined long-term goals for making progress toward ELP, and the issue of addressing potentially long-term English Learners (EL students that do not exit status within approximately five years).

Session Format: The Title III ESSA Stakeholder Engagement sessions used an interactive format that included selected relevant readings sent to registered participants in advance. The three-hour sessions combined live poll technology (phone text/online) with whole group discussion, small group and partner activities, as well silent reflection. Attendees engaged in problem-solving through case study work, jigsaw article and ESSA statute reading activities,



and thought-provoking debates all focused on bringing forth the complexity of questions, challenges, and issues around state policy decision-making and local implementation.

**Session Outcomes:** The PED learned a great deal about what is most important for local stakeholders and EL advocates across the state. Where appropriate (such as a live poll voting), data from the use of live polling technology was aggregated by session and recorded for data analysis. Participants overwhelmingly expressed thanks to the PED for organizing invigorating, rich, and frank discussions addressing local, regional and state-level concerns about ESSA and what it means for supporting EL students. The input provided and feedback gathered has informed state thinking about data needs for the development of the state's ESSA plan.

### **Attendees**

The following is a list of members who attended one or more of the Stakeholder Meeting on the statewide accountability system in regards to English Learners:

- Albuquerque Public Schools (+ Christine Duncan Heritage Academy)
- Artesia Public Schools
- Bloomfield Schools
- Central Consolidated School District
- CESDP
- Chama Valley Independent Schools
- Cien Aguas International School
- Cuba Independent Schools
- Deming Public Schools
- Dexter Consolidated Schools
- Dual Language of NM
- Española Public Schools
- Farmington Municipal Schools
- Grants Cibola County Schools
- Hobbs Municipal Schools
- Las Cruces Public Schools
- Lovington Municipal Schools
- Moriarty-Edgewood Municipal Schools
- Ruidoso Municipal Schools
- Santa Fe Public Schools
- Southwest Secondary Learning Center
- Zuni Public Schools

An online registration process was used for each session. Stakeholder input sessions were well-attended, filling to capacity at 35 participants that represented the ethnic/racial and geographical diversity of the state. Participants included district superintendents, associate superintendents, federal programs directors, Title III directors and coordinators, EL instructional coaches, resource teachers, and parents. Each session had a waitlist and in at each session, more than the maximum registered participants attended.

### **Title I directors-Webinars about new ESSA requirements MEETING DATES/TIMES**

- Webinar #1: October 13, 2016



- Webinar #2: October 31, 2016
- Webinar #3: November 18, 2016

Topics were jointly presented by staff from the Title I Bureau and Coordinated School Health Bureau and by the PED Deputy Secretary for Policy and Program. Questions from district staff were addressed and input was used to help develop relevant sections of the ESSA state plan.

In order to provide information and gather input from school district Title I directors around new ESSA requirements; the PED Title I Bureau hosted three webinars in October and November 2016. Topics addressed in the webinars included:

Webinar #1: October 13, 2016

- Input on schoolwide 40% waiver
- Schoolwide program planning components
- Needs assessments
- Supplement not supplant
- McKinney-Vento Homeless Education
- Educational stability of foster children

Webinar #2: October 31, 2016

- State level set-asides for school improvement and state administration
- Direct Student Services (DSS)

Webinar #3: November 18, 2016

- Review of DSS and educational stability of foster children
- Uses of funds in schoolwide programs
- Equitable services for private school students
- Parent and family engagement

- ii. *Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

During the 30-Day review period, the PED published a New Mexico-Rising survey online as a vehicle for all stakeholders to provide input. Overall, over 250 unique responses were received via the online survey. We also had groups and individuals who submitted letters or emails to the state's NM-Rising inbox, which was created for questions and uploads during the 30-Day review period. The PED received over 50 emails (some which included letters/attachments) to the NM-Rising ESSA email address throughout the publication period. Letters were submitted from individuals in addition to local and national advocacy groups. The PED reviewed all survey responses, emails, and letters received. The 30-Day publication period followed six months of extensive stakeholder engagement, including a statewide tour with New Mexico First which resulted in the publication of several documents synthesizing feedback from hundreds of New Mexicans.

Of those that responded to the NM-Rising online survey, approximately 42% were from Bernalillo County, which includes the state's largest city, Albuquerque. Santa Fe County, which includes the state's capital city, had the second most respondents. Los Alamos County, Dona Ana County, and San Juan County each had 10+ survey responses from their respective jurisdictions. Teachers were the primary survey respondents, with approximately a quarter of all those who took the survey self-



identifying as teachers. The second largest group of survey respondents self-identified as parents (over 10%), an encouraging sign that the state's New Mexico Rising Community Tour and recent family engagement efforts are helping to develop a greater voice from our students' families. Very few self-identified tribal representatives, business representatives, charter school representatives, or students provided feedback via the survey. The PED will seek out these stakeholder groups to ensure they have formal representation during the NM-Rising Return Tour.

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*"The liaison positions for both parents and teachers are a great step in the right direction for getting input."*

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Many survey respondents chose to focus their feedback on specific sections of the state's plan. Given the unprecedented level of statewide stakeholder engagement (both community forums and technical working groups) conducted by the PED over the past year, very few respondents had specific feedback or input on the state's approach to stakeholder engagement (Section 2). Further, feedback received about New Mexico's approach to stakeholder engagement was generally positive throughout. Sections 3, 4, 5, & 6 all received roughly the same amount of attention from survey respondents—with the major themes continuing to be decreasing time spent on assessment and revising the state's teacher evaluation system. The PED issued an initial response to the major themes of stakeholder input in January, and has already acted upon the major themes of input. Of the entirety of survey respondents, only about 20% chose to respond to all sections of the state's plan.

Many individuals **expressed support for key elements of the state's plan**: ongoing state-funded AP fee waivers, increased emphasis on wrap-around student services, ongoing support for teacher-leadership initiatives, ambitious goals for all groups of students, the alignment of the state's goals to workforce demands, support for the state's goal around significantly reducing remediation rates, championing of STEM education (including incorporating Science in School Grades), consolidated applications for federal funding, valuing both student growth and academic proficiency in the state's School Grades, revisiting survey tools and instruments as part of the Opportunity to Learn indicator of School Grades (with a focus on climate and culture and social-emotional health), the state's inclusion of English Language Proficiency in School Grades (and the options provided for stakeholders to consider as part of the draft plan), a commitment to School Grades that are more parent and family friendly, and New Mexico's ability to come into full compliance with the new federal law at no additional cost to the state's taxpayers (unlike many other states that are not building upon the strong foundation that has been developed over the past decade here).

Many individuals **elected to provide commentary on topics** that were either not included in the state plan or were not germane to the federal law: state budget issues, oil prices, local governance issues such as the uneven implementation of state-funded initiatives, alternatives to the agrarian calendar, reliable HVAC systems, market privatization of the entire public school system, cursive handwriting, etc.

Many individuals **provided valuable insight into key elements** of the state's plan that will ultimately enhance New Mexico's proposed approach and ongoing implementation, such as: Graduation policy and rate calculations, alternative demonstrations of competency, novice teacher mentorship, improving teacher preparation programs, strengthening teacher retention, refining teacher



evaluation, bolstering teacher recruitment, the importance of Title IIA funding, parent/family voice needing to be amplified, support for gifted students, school choice, Pathways to Math Excellence, Making Sense of Science teacher professional development, the importance of arts education, stronger financial oversight of LEAs by the PED, bilingual education, supports for truancy and dropout prevention, reducing reporting burdens, a deeper focus on blended learning, real-time data reporting, End-of-Course exams, SAMs school designation as part of School Grades, the state's approach to more rigorous interventions when a school is perennially failing, early warning systems, the newly-established Academic Parent-Teacher Team initiative, earlier return of PARCC data, a stronger menu of professional development opportunities for teachers, and principal evaluation.

Many individuals put forward ideas and concepts **that merit further attention from New Mexico's state and local education agencies** in the months and years ahead: greater student engagement in state planning ("the students themselves must be included as stakeholders"), incentivizing parental engagement, greater accountability for charter schools, civics education, the role of National Board Certification, the role of school boards, a math screening tool/assessment for early grades, and the role of private schools in the state's education system.

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*"I think it is a great document and the process was an opportunity for stakeholder's voices to be captured and glad the state did respond."*

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During the 30-Day publication period, the PED was invited to present the state's draft plan to several groups of stakeholders and visited several communities in delivering these presentations. In-person presentations included a meeting with educational leaders from Jemez Pueblo, a formal tribal consultation at the Santa Fe Indian School, a presentation and discussion of the state's draft plan with Secretary Skandera's Teacher Advisory Council, a webinar hosted by Teach Plus, a presentation and discussion with school board members (hosted by the New Mexico Schools Boards Association) in Tucumcari, and an interactive discussion where New Mexico's Teacher Leader Network brainstormed ideas on how to improve the state's plan. Several of the ideas heard during these in-person dialogues have been incorporated into the state's plan, statewide initiatives, and the New Mexico Rising Return Tour (see below). The PED also consulted with the Office of Governor Martinez during the 30-Day publication period.

New Mexico received letters from the following organizations: Excel in Ed, Teach Plus, National Indian Education Association, Acoma Pueblo, and the NM ChildCare and Education Center, to name a few. Each detailed specific policy recommendations—ranging from the need for a more accelerated timeline for our state's English Language Learners to become proficient to a request for another statewide assessment inventory, district-by-district. Other policy recommendations that the PED is strongly considering include: establishing a state-wide student advisory council to give students a voice in policy decisions and selecting teachers from across the state to participate in the review process for competitive grants, reviewing district plans and vendor submissions. Both of those recommendations provide additional opportunities for stakeholder voice.

The Public Education Department has updated the state's *New Mexico Rising, Together* document to include fifty examples of where the state is being responsive to stakeholder input. These include ideas shared during the New Mexico Rising Tour (both directly with the PED and via the consultation led by New Mexico First), input received in stakeholder meetings, feedback provided during the 30-



Day review period via survey, letter, email, and feedback and input received via presentations and discussion with stakeholder groups. *New Mexico Rising, Together* was previously published in mid-March with forty examples.

Additional areas of responsiveness via the March 2017 publication period include multiple proposed modifications to New Mexico's teacher evaluation system (publically announced on April 2<sup>nd</sup>), heavier guidance and oversight in the PED's approach to state and local tribal consultation, a renewed focus on high-performing students in the state's School Grades system, new career exploration resources for students, schools, and families, an articulation of how districts and charters can utilize Title I dollars for early childhood education, specific EOCs exams that will be phased-out, increased educator involvement in state level processes around assessment selection and competitive grants, a policy proposal for a year-long clinical residency requirement for all teacher preparation programs, and a pilot program for teacher residencies in participating districts.

These fifty (50) areas of responsiveness will be highlighted as part of the state's *New Mexico Rising Return Tour*, where the team at the PED will again travel to seven communities (including Santa Rosa) to share how New Mexico will create stability, continuity, and opportunity for schools and communities via its state plan. Secretary Hanna Skandera will present an overview of the final plan in each community, with a focus on these fifty areas of responsiveness, notably how the state will refine teacher evaluation, reduce testing time, and continue to equip, empower, and champion its educators. These seven community visits will occur between mid-April and early June, with the hope of reaching most communities before the end of the school year. Scheduled visits include:

- Farmington – April 17
- Albuquerque – April 18
- Roswell – May 8
- Las Cruces & Alamogordo – May 9
- Santa Fe – May 10
- Santa Rosa – May 15
- Gallup – May 25

**C. Governor's consultation.** *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

The PED provided multiple briefings for Governor Susana Martinez and her staff throughout ESSA engagement and the development of the state plan. As an appointed member of the Governor's staff, Secretary Skandera has led the work of coordinating with the Governor and her staff. Meetings were held throughout 2016, with briefings and input provided quarterly at minimum. New Mexico's foundational work during the past six year of the Martinez administration has led to the establishment of improved college-and-career ready standards and assessments, meaningful school and LEA accountability, robust systems for improving educator quality, and targeted interventions for the lowest-performing schools. Throughout the past several academic years, New Mexico has been in full implementation in each of these areas. The Governor was briefed and provided input in each of these areas as student success results were presented in Summer/Fall 2016, and led the charge in celebrating students and educators as they have risen to the challenge. Specifically, the Governor's staff was briefed in detail on the draft state plan before the PED published the draft, and again after the new template was released from the US Department of Education and stakeholder feedback had been incorporated. The PED spoke with the Governor's staff again to update them on final changes to the plan, and delivered a print copy before submission on April 3<sup>rd</sup>.



Governor Martinez's State-of-the-State Address from January 2017 is included here as an example of the state's ongoing commitment to the principles of ESSA: <http://nmpolitics.net/index/2017/01/gov-susana-martinezs-2017-state-of-the-state-address/>

#### Tribal Consultation: Government to Government

In July 2016, the PED ratified a policy to guide consultation with tribal governments regarding programs and activities affecting Native American students. The PED State-Tribal Collaboration Act (STCA) Collaboration and Communication Policy ensures "consistency and compliance with the State-Tribal Consultation Act and the Indian Education Act." The Indian Education Act calls for PED to seek input on the education of tribal students in the form of Government to Government meetings held several times each year.

The fall Government to Government meeting took place on November 14, 2016 in Farmington, NM.

Approximately 50 people took part in the two tribal consultations at the Government to Government meeting facilitated by New Mexico First. The first session was a formal consultation with tribal leaders, and the second session included tribal education administrators and teachers and other tribal education stakeholders.

During these meetings, tribal leaders and tribal education stakeholders were consulted about what they felt was working well and which areas needed improvement regarding education in tribal communities. They were also asked for their ideas and suggestions for ESSA implementation. In both sessions, participants were asked to address the following variables associated with ESSA reform:

- School accountability and report cards
- Student assessment and coursework requirements
- Identification and support for English language learners (ELLs)
- Support for low performing schools
- Support and evaluation of teachers and school leaders

## **2.2 System of Performance Management.**

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

**A. Review and Approval of LEA Plans.** *Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.*

New Mexico will utilize a consolidated grant application process for ESEA Title I-A, II-A, and III-A to minimize burden and ensure that LEAs are able to engage in a coordinated planning and funding process. Starting in 2018, the PED will release a consolidated application that is designed to encompass the following federal title funds:

- Title I, Part A - Improving Basic Programs
- Title II, Part A - Support Effective Instruction



- Title III, Part A - English Language Acquisition English Learner Program

The consolidated application will prioritize LEAs' abilities to engage, support, and empower educators and the community and encourage a stronger commitment to communication with teachers and families. In order to support the development of LEA plans, the PED will provide training and technical assistance to LEAs prior to submission of the consolidated application. Relevant bureaus of the department will offer guidance through virtual and in-person technical assistance sessions to support LEA federal program administrators and district and charter leaders. Initial support will be used as a format to familiarize LEAs with the new 2018-19 consolidated application and the five levers of the PED's strategic plan - Smarter Return on Investment, Real Accountability for Real Results, Ready for Success, Effective Teachers and School Leaders, and Options for parents. PED's strategic plan is still relevant with ESSA and through the implementation of a consolidated application; PED will be able to provide more meaningful training and support to LEAs.

A review team consisting of staff from across the department and educators from across the state, will evaluate each plan to ensure that the academic needs of high need students are identified, and that activities align with the specific needs of the LEA. Additionally, the review team will evaluate to ensure that the planned activities are likely to improve student achievement. Upon approval, the PED will provide opportunities for technical assistance as the LEAs implement their plans.

The PED is also moving forward with guidance and requirements around tribal consultation at the LEA level. See appendix Y for our proposed tribal consultation affirmation document that walks districts through their obligations.

The Public Education Department recognizes the importance of collaboration, communication and cooperation with Tribes at both the state and local level. The PED is moving forward with guidance and requirements around tribal consultation that recognizes educational policies, programs and/or services that may have tribal implications and the PED values constructive dialogue about programs and/or services that impact American Indian students.

The Department's State-Tribal Collaboration Act Collaboration and Communication Policy which was adopted in 2016 identifies three main goals for consultation:

(a) to reach consensus in decision-making; and (b) whether or not consensus is reached, to have considered each other's perspectives and concerns and honored each other's sovereignty; and (c) more importantly, consultations should result in documentation and shared agreements that seek and find alternatives.

The purpose of the Affirmation of Consultation document for Local Education Agencies that serve a significant American Indian population or schools on tribal land (see appendix XX) is to establish a process that enhances the relationship between LEAs and the Tribes, Nations and Pueblos of New Mexico and promotes an exchange of ideas, resources and solutions for increasing the achievement and well-being of American Indian students.

#### **Sample Year-Long Process for Local Tribal Consultation**

- **June** – Complete and submit local Tribal Education Status Report to Tribal leaders
- **July/August** – Meet to discuss data, student needs and improvement framework/strategies
- **October** – Quarterly meeting to discuss progress of improvement strategies and review of data ; discussion on next steps leading to Impact Aid application submission; scheduling of meetings leading up to Impact Aid submission
- **January** – Submission of Impact Aid Application and Indian Policies and Procedures



- **February** – Quarterly meeting to discuss progress of improvement strategies and review of data; identification of spring semester interventions and supports; discussion on upcoming budget submission and new or continued improvement strategies for upcoming school year; scheduling of meetings leading up to budget submission
  - **April-May** – Submission of budget and Affirmation of Tribal Consultation document to PED's Public School Finance and Analysis Bureau
  - **May** – Quarterly meeting to discuss final outcomes of improvement strategies and review data
  - **June** – Complete and submit local Tribal Education Status Report to Tribal Leaders
- Repeat and improve on consultation process for new school year*

**B. Monitoring.** *Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Monitoring will include multiple fiscal and programmatic measures that include school classifications under ESEA and other data already available to the PED.

Fiscal Monitoring: The PED staff will work collaboratively to coordinate the review of expenditures that support the implementation of the plans set forth by the LEAs. Approved expenditures in the LEA's local plans must be allowable, reasonable and necessary under federal and state procurement codes. The PED staff will conduct desktop review, regular sub-recipient monitoring through our Operating Budget Management System (OBMS), of all budgets, budget adjustment requests, and requests for reimbursement to ensure that expenditures are consistent with statutory and regulatory requirements. The PED will require LEAs to provide evidentiary support and documentation for all requests for reimbursements identified as needing a detailed review and analyze these for accuracy. Fiscal monitoring shall also apply to the subgrants made to LEAs experiencing substantial increases in immigrant children and youth. Onsite reviews for selected LEAs may include additional fiscal monitoring and audits.

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*"Making sure every dollar is spent with student achievement in mind is the right way to spend money. That must be the criteria of every financial/administrative decision."*

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Program Monitoring: The PED collects data submitted by LEAs on student demographics and academic data through the statewide student information system, Student Teacher Accountability Reporting System (STARS), four times a year. This data, along with a schools report card—which will include points tied to the English language proficiency (ELP) indicator and teacher distribution will be used to evaluate program effectiveness. In addition, the PED, LEAs, and stakeholders will leverage information provided by the LEAs through required reports to measure and strategize areas of improvement of programs and activities funded under Title I-A, II-A, and III-A.

As the PED advances toward a real-time data system, quality daily data will be available to evaluate program outcomes more regularly than the quarterly review that currently takes place. The ability to use a



real-time data system will lessen the burden on the PED and LEAs and increase validity and accessibility. PED will work with LEAs whose programs are not achieving the outcomes stated in their applications, required in statute, or mandated in state regulation. The district and school grade reports will serve as additional information about the LEA's progress toward ensuring student achievement. Based on the various data and reporting, onsite review of sub-grantees will be targeted to meet the needs of the LEAs and promote improvement.

- C. Continuous Improvement.** *Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Currently, the PED leverages data submitted by LEAs through the STARS system to perform regular monitoring. The PED collects data from LEAs quarterly: on the fortieth, eightieth and one hundred twentieth school days, as well as at the end of the school year (EOY). PED uses data from the quarterly submissions to monitor program activities and to ensure that LEAs are complying with statutory and regulatory requirements. In addition to STARS data, PED uses assessment results and the data analysis used to create district and school report cards to evaluate program effectiveness and promote continuous improvement.

With a target goal of 2021, the PED is shifting from quarterly to nightly data submissions from LEAs. The real-time data will enhance the PED's ability to monitor compliance and manage program outcomes. Real-time data will be validated as they are submitted and then quickly made available through automated reports to PED bureaus, LEAs, and other stakeholders. Through these integrated and automated systems, the PED and LEAs will identify areas of improvement and track progress. By utilizing actionable, timely data the PED will be better equipped to support LEAs and communicate with stakeholders.

Additionally, in an effort to promote continuous improvement, the PED will offer technical assistance in the form of professional development, individualized virtual and onsite training, and personalized phone calls and emails to guide LEAs in implementing approved program activities and determining fiscal decisions to promote student achievement and pursue previously determined program outcomes. In addition to addressing new resources available to LEAs, technical assistance will leverage pre-existing resources and programs in an effort to expand on existing state and district mechanisms.

- D. Differentiated Technical Assistance.** *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

New Mexico's Public Education Department (PED) will offer overarching technical assistance to LEAs and schools through readily available guidance. Accessible guidance will include: memorandums, manuals, and other electronic resources. The PED also provides individualized technical assistance to LEA personnel by drop-in and appointment, in-person, via phone and email, and through live and pre-recorded webinars. The PED is accessible through multiple channels in efforts to support and meet the various needs of Title I-A, II-A, and III-A sub-grantees. Moreover, the PED will collaborate with other state agencies and community organizations to provide technical assistance and valuable resources and information.

Beyond these foundational technical assistance efforts, the PED currently conducts trainings and provides tailored supports in the following areas:



### Title I

- Fall Program Requirements Training: This regional training is leveraged as an opportunity to support LEAs through best practices.
- Spring Budget workshop: Focus on consolidated application completion. 1:1 intensive technical assistance provided.
- Regional on-site technical assistance for consolidated application completion, appropriate use of funds and budgeting.

### Health, Wellness, Homeless and 21<sup>st</sup> Century

- School Health Education Institute: This training focuses on coordinated school health, the delivery of health education as part of New Mexico's high school graduation requirements, and reinforcing the importance of student health as it relates to student achievement.
- Back to School Conference: This training provides information to food service directors and other relevant staff on the alignment with USDA new meal pattern and other USDA regulation.
- Fall into Place Conference: This conference focuses on reinforcing academic enrichment, nutrition, and physical activity to afterschool providers and linking afterschool programming with content learned in the classroom.
- Annual Expectant and Parenting Teen Town Hall Meeting: This event is a cross agency effort in supporting student success and removing education/ requirement barriers for expected and parenting teens.
- Edify Kickstand Professional Development Program (<http://www.kickstandsystems.com/>): This e-learning program includes the dissemination of multiple licenses to LEAs across the state allowing for statewide training of Homeless Education liaisons and the tracking and certifying of LEA homeless liaisons' progress in training and professional development requirements for this program.
- 21<sup>st</sup> Century Community Learning Centers Annual Fall Training: This training specifically focuses on program and fiscal monitoring, community resources, alignment with quality afterschool approaches for program implementation, and innovate approaches to implementing Science, Technology, Engineering, and Mathematics (STEM).

### Teacher and Leader Effectiveness

- Veteran NMTEACH: Annual training provided to veteran NMTEACH principals on best practices for the implementation of the NMTEACH evaluation system.
- Novice NMTEACH: Annual required 3-day training for new NMTEACH principals focuses on the appropriate implementation of the NMTEACH evaluation system.
- Data Literacy Training: This regional training provides information to LEAs on data literacy and data transfer data and is held quarterly.
- Annual Teacher Summit: This annual event not only provides teacher with resources and professional development but offers them a platform to express their education philosophies.
- Teacher Leader Networks: The PED trains participants of the Teacher Leader Network in areas of literacy, leadership, advocacy, and evaluation. This network is leveraged as a way to outreach to the school-level through shared communication.
- Teachers Pursing Excellence (TPE) is a program that directly supports struggling teachers through standards set by the NMTEACH evaluation.
- Principals Pursing Excellence (PPE) is a program that directly supports principals in the use of data literacy to promote student achievement.

### Special Education

- Directors Academy: Training held twice a year for new and veteran special education directors.



- Monthly webinars for special education staff on various special education topics identified by the PED and through LEA surveys.
- Technical Assistance for Excellence in Special Education (TAESE): The PED contracts with TAESE to hold trainings and provide assistance to ensure that LEAs are in compliance with special education statutory and regulatory requirements.
- Preschool Education Programs: The PED contracts with the University of New Mexico Preschool Network to provide support to preschool education programs as they provide special education services.
- Autism Program: The PED provides needed professional development to LEAs on various topics that are specific to requirements and best practices for the education and support of students with autism and their families.

#### Early Childhood

- Intentional Teaching: New Mexico's Authentic Observation Documentation and Curriculum Planning Process Utilizing the New Mexico Early Learning Guidelines (the equivalent of the NM PreK New Teacher Training), which must be completed within six months of hire or from start of FOCUS implementation.
- ECERS-3: The PED provides online trainings with evidence of successful completion, which must be completed within six months of hire or six months from start of FOCUS implementation.
- The Full Participation of Each Child: This training must be completed within two years of hire or two years from start of FOCUS implementation.
- New Mexico Pyramid Framework for Socio-Emotional Development: This training must be completed within two years of hire or two years from the start of FOCUS implementation.
- Language Essentials for Teachers of Reading and Spelling (LETRS): This Early Childhood Training must be completed within two years of hire or two years from the start of FOCUS Implementation (for licensed teachers and administrators only).
- Early Childhood Observational Tool Training: The PED requires this training for all teachers for SY2017-18 and thereafter for new teachers.
- PED FOCUS Leadership Academy: A web-based training focusing on Intentional Teaching Overview; New Mexico Pyramid Framework Overview; The Full Participation of Each Child Overview for Administrators.
- Deepening your Practice: Using LETRS-EC Strategies in Coaching and Consultation must be completed by coaches..

#### Career and College Readiness

- Advanced Placement (AP) Summer Institute: The Career and College Readiness Bureau (CCRB) leverages this opportunity to provide teachers with support and training needed to teach AP courses and implement best practice strategies.
- Career and Technical Education Summer Conference: The CCRB works collaboratively with the New Mexico Association for Career and Technical Education to address goals and recommendation of the 2015 report titled, Building Career Pathways and Workforce Opportunities in New Mexico. Conference attendees include both high school and college level educators, including CTE and core teachers and a variety of administrators.
- Early Warning System (EWS) Summer Training: The PED facilitates this two day summer conference using nationally recognized EWS experts. Topics focus on tools, strategies, and best practices for implementing an EWS in schools across New Mexico.
- Early College High School (ECHS) Summit: High school administrators who have committed to pursuing an Early College model at their high school attend this opportunity in order to network with one another and share information. The focus is on best practices and problem solving.



#### Student Information System - Student Teacher Accountability Reporting System (STARS)

- End User Support: The PED provides ongoing support for all STARS coordinators.
- Novice Training Conference: The PED provides ongoing support for all STARS coordinators.
- Data Conference: The PED hosts this conference for all STARS coordinators, principals, and district leaders as they tackle training issues with STARS and look to future training needs.

#### Distance Learning

- The PED utilizes a learning management system platform for the design and delivery for professional development opportunities for school districts and other state agencies as required under state law.

#### Bilingual Multicultural Education

- Bilingual Multicultural Education Bureau (BMEB) Regional Professional Learning Sessions: The BMEB provides customized and targeted technical assistance via interactive, hands-on experiences that support local and regional capacity-building efforts and cross-LEA collaboration.
- ELD Standards Framework: The BMEB provides onsite professional development of the differentiated instructional strategies for educators to strengthen academic and language learning support provided to EL students.

#### Indian Education

- Education Summit - Twice a year, the Indian Education Bureau (IEB) provides an opportunity to share best practices in supporting Native American students holistically through academic strategy and wellness initiatives. Attendees include various Native American stakeholders: tribal education administrators, tribal members, school administrators, and parents.
- The IEB offers professional as needed geared toward Indian education coordinators at the district level and tribal education administrators.

#### Assessment and Accountability

- PED Assessment Training: The PED assessment staff provides this training twice per year. This training focuses on procedures for registering students for online testing, assigning accommodations, and creating classes for online test sessions.
- In addition to in-person training, Assessment staff host periodic webinars to demonstrate technology setup procedures and answer questions

## Section 3: Academic Assessments



### Assessment Results... ARE UPI

- ↑ PARCC Math results are up 14.4%, resulting in 7,300 more students on grade level
- ↑ PARCC English language arts are up 4.9%, with 5,000 more students on grade level

*New Mexico Students are up in 19 out of 21 tested areas*

*Instructions:* As applicable, provide the information regarding a State's academic assessments in the text boxes below.

High expectations are essential to ensure New Mexico meets the goals it has set out for its students. The state has elevated academic expectations for students by adopting new, more rigorous standards. New Mexico Common Core Standards establish a different approach to learning, teaching and testing that engenders a deeper understanding of critical concepts and practical application of that knowledge. In conjunction with these elevated standards, robust graduation requirements have been established to provide a path for every student to be college and career ready. Students in the state must show competency in five academic areas: Reading, Writing, Math, Science and Social Science. Each of these academic areas has rigorous expectations to show competency; for example, to meet their math requirement, students are expected to show competency in Algebra II prior to graduation.

*"High quality, rigorous assessments with data analysis is the only way to move student achievement if teachers and principals are trained and ready to meet the challenges."*

In order to measure student success against these standards, New Mexico has adopted a New Mexico's comprehensive statewide testing program shows where students are, where they should be, and where they will be. The state's assessment program looks at performance of all students including English learners and students with severe cognitive disabilities. The tests range from kindergarten to high school across the areas of reading, writing, mathematics, science, social studies, English proficiency, and early literacy. The cornerstone of New Mexico's state testing program is the Partnership of Readiness for College and Career (PARCC). PARCC measures New Mexico's Common Core Standards in English language arts (ELA) and mathematics in Grades 3-11. At the high school level, math tests are course-aligned with Algebra I and II, Geometry, and Integrated Mathematics I-III exams administered. Multiple, diverse organizations have examined in great depth the quality of the PARCC assessment.

Here is how some of them describe New Mexico's approach:

- **PARCC "assessments better reflect the range of reading and math knowledge and skills that all students should master"** *National Network of State Teachers of the Year*



- The PARCC tests “emphasize the most important content and require student to demonstrate the depth of work called for by college and career ready standards.” *Human Resources Research Organization (HumRRO)*
- The “new assessments aligned to college- and career-ready standards are a major step forward.” *The Center for American Progress*

New Mexico is proud that it is leading the nation in administering PARCC tests online—almost 100% of students across the state take their tests online and are fully engaged in the testing experience through innovative technology-enhanced items and accessibility features.

New Mexico is continuing to enhance reporting of student performance, providing teachers, administrators, and families with useful information that identifies both strengths and areas for improvement. In response to stakeholder input, the state has decreased testing time by an average of 90 minutes per grade level (see Appendix E), and is exploring additional ways to reduce time spent on the PARCC assessment. Further, New Mexico is working to achieve real-time data availability for schools and educators—a commitment by PED based upon stakeholder input.

New Mexico is moving forward to dramatically improve education so all our children can succeed.

New Mexico has the highest-quality assessment program possible—one that provides valid, reliable information providing transparent information to teachers and students allowing them to make informed decisions for students. It also provides actionable feedback for educators to use in evaluating and enhancing their instructional programs. At the same time the state strives to minimize the amount of instructional time that must be dedicated solely to testing. In the past two years, New Mexico has shortened the time required for its accountability assessments at every grade 3-11 by approximately one and a half hours.

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*"Student achievement is of the utmost importance. NM's priority is to increase student success, focus increasing graduation rates, and reducing assessment time. Our current assessments have been excellent a valuable instrument in measuring student achievement. I am pleased to hear that we could possibly reduce the time of assessments."*

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**A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☐ No.

New Mexico Statue 22-13-1.E states that - beginning with the 2008-2009 school year - in eighth grade, Algebra 1 shall be offered in regular classroom settings or through online courses or agreements with high schools: <http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm>



According to the Test Assignment Procedures for Enrolled Students, Spring 2016 (found on PED's assessment website) students in Grade 8 take the Grade 8 Math PARCC test unless they are enrolled in a higher-level math course. In that case, they take the PARCC math test corresponding to their course: <http://ped.state.nm.us/ped/NMPARCCindex.html>

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*"I agree with decrease time spent on PARCC and the use of EOC exams and flexibility for the LEAs with regard to the types of exams. Keep testing rigorous."*

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**B. Languages other than English.** *Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.*

- i. *Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.*

For the purposes of ESSA, the PED defines a language other than English present to a significant extent in the participating student population when that language exceeds 10% of the total tested population. According to New Mexico student demographic data, Spanish is the main language other than English present to a significant extent in the total tested student population. Based on 2015-2016 data, 35,588 New Mexico EL students are Spanish-speaking, which represents 17% of the total tested population (approximately 214,000 students). Among EL students, the next most common language is Navajo with 6,010 speakers, representing 3% of the total tested population. The next most commonly used languages are Nias, Caucasian, and Zuni, which together represent 0.01% of our students.

- ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

The state offers Grades 4, 7, and 11 Standards Based Science assessments in Spanish. PARCC mathematics tests in grades 3-8 and Algebra I, Geometry, and Algebra II are also translated into Spanish. Standards Based Spanish reading assessments are available for students in grades 3-8 and high school. In the early grades (K-2), New Mexico employs a statewide early reading assessment/screening tool. The KOT and Preschool observation assessment are conducted in the child's home language.

- iii. *Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.*

New Mexico currently administers Spanish assessments to those students requiring this accommodation, and approximately 5,000-6,000 students take those exams across the grade levels. For other languages, it would not be an appropriate language accommodation for an EL student who doesn't also receive instruction in the language other than English in language arts or math or science to take an academic assessment in a language other than English (Spanish, Navajo, or other language). Language of instruction should match language of assessment.



The Navajo language Diné is the next most common language other than Spanish among the state's EL population. We are engaging in consultation with the Navajo Nation and other tribes around assessments for the purpose of language and culture.

iv. *Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:*

1. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);*

Although Spanish tests in reading are currently administered, the state is exploring expansion to a comprehensive Spanish language arts assessment. Prekindergarten children are assessed in their home language on the PreK Observational Assessment. The current Spanish screening and formative assessment tool used in K-2 measures critical areas of Spanish reading development. It is not a translation of an English assessment, but was developed using scientifically-based Spanish reading research. The PED is leading multi-state discussion efforts to collaborate on the development, adoption, and/or adaption of such an assessment. It may be possible to leverage existing assessments developed by other states in whole or part. Of significant concern to New Mexico are considerations of validity, reliability, cost, funding, and overall feasibility given what are in fact small numbers of Spanish-speaking students at each grade level for whom these assessments are appropriate.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

The PED collected meaningful input from all stakeholders throughout the state as part of the comprehensive education listening tour conducted over the past year. The tour has informed the crafting of the ESSA state plan, which serves as the future roadmap for continuing to ensure all students are provided opportunities to learn and to be successful in college and career. Input was gathered via working groups with diverse stakeholders, regional community meetings, and easily accessible public comment surveys.

In addition, the Secretary's Assessment and Accountability Advisory Council convenes monthly to discuss all aspects of the student testing programs including development, administration, and reporting, among other topics.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

As New Mexico offers Spanish language assessments in science, mathematics, and reading, this section is not applicable.

To address problems concerning the education of children and youths who are homeless, the PED EHCY State Coordinator will provide the following strategies:



- Convene a Statewide Advisory Committee of experts and stakeholders to review relevant State policies and procedures affecting homeless children and youths and provide input on changes that may be needed;
- Review policies and provide technical assistance to ensure that all students who are homeless remain in their schools of origin when possible unless parents request otherwise;
- Ensure that LEAs make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors;
- Ensure that LEAs receive technical assistance and resources regarding their ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths;
- Ensure that LEAs continue to follow state and federal guideline regarding immediately enrolling children and youths who are homeless, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. The enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic or other records (allowing for attending and participating fully in school activities, immediately upon the student being identified as eligible for McKinney-Vento rights and services);
- Collaborate with the New Mexico Department of Health’s Immunization Bureau in continuing to provide communication and technical assistance regarding a child or youth who is homeless needing to obtain immunizations or other required health records and provide written guidance annual, and through the LEA assurance policy, of the immediate enrollment of a student experiencing homelessness regardless of the student’s ability to provide immunization records upon enrollment;
- Provide guidance on recording keeping to ensure that records ordinarily kept by LEAs (immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs) will be maintained so that they are available in a timely fashion when the child who is homeless enters a new school or school district;
- Continue to collaborate with the NM Department of Health to revise requirement of proof of immunization for homeless students. Information will be provided to LEAs regarding the review and revision of the immunization policy;
- Provide training to Homeless Liaisons and LEA personnel regarding the new requirements of McKinney-Vento Act via the Edify Kickstand Homeless Liaison Professional Development Program;
- Provide the Local Education Agency Liaison Toolkit to all LEA Liaisons with ongoing training and technical assistance; and
- Provide LEAs with information on how to prevent enrollment delays and provide an on-line professional development program for Homeless Liaisons in the Spring of 2017. This will include information and strategies on:
  - Best interest determinations
  - Transportation
  - Attendance
  - Immediate enrollment
  - Maintaining records so they are easily available for transfers
  - How to provide records normally required for enrollment

- Enrollment deadlines
- Outstanding fees
- What it means to attend class and fully participate in school activities



## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

### 4.1 Accountability System

#### NEW MEXICO RISING

##### *Guiding Principles of New Mexico's Accountability System*



#### School Grades... ARE UPI

↑ The number of A & B schools increased while the number of C, D & F schools decreased

*Since 2011, the number of A & B schools has increased by 25%, with 30,000 more students attending A & B schools*

The following principles have guided New Mexico's framework for school accountability (School Grades), and should continue to guide the development of New Mexico's accountability systems:

- Recognizing that the system has multiple audiences, with parents and families being a primary audience in addition to schools and educators
- Recognizing the importance of Mathematics and English Language Arts (ELA) for all performance measures, measuring them equally and reporting each separately
- Using multiple years of student and/or school data where possible (typically three years of academic growth/achievement data)
- Assessing performance for all elementary and middle schools with the same rubric ("EL Model") and all high schools with an expanded rubric ("HS Model")
- Including student academic growth and achievement as the majority of a school's grade, with additional indicators such as graduation rates
- Augmenting those measures with other critical college and career readiness measures and opportunity-to-learn measures such as student attendance and surveys
- Awarding a summative score of up to 100 points (105 with "Bonus Points") along with a corresponding letter grade
- Awarding scores and letter grades for each individual component of a school's report in addition to the overall grade
- Rating LEAs as well as schools with an overall letter grade and overall points
- Disaggregating and reporting each measure by the subgroups of gender, race/ethnicity, students with disabilities, English learners, and economically disadvantaged
- Including all students with disabilities, including those with the most significant cognitive disabilities who require the state's alternate assessment
- Relying heavily upon student growth in addition to student proficiency and utilizing these measures to determine school improvement interventions and supports



## **LEADING THE WAY—NEW MEXICO'S HISTORY & LONG-STANDING COMMITMENT BEGINNING WITH INAUGURAL SCHOOL GRADES IN 2011-2012**

Developed in 2012, New Mexico's School Grading model was authorized as the replacement for the federally mandated Adequate Yearly Progress (AYP) model. Following the inaugural release year in 2012, the state made minor revisions to the model that improved accuracy and efficacy over time. These changes were federally approved under addenda and reauthorizations to the state's ESEA waiver (Appendix H), and the calculation methodology utilized over the last five years is detailed in the *School Grading Technical Guide* shown in Appendix I. Included at the beginning of the state's Technical Guide is a listing of the minor changes incorporated into School Grading since inception, but the overall structure has been consistent for many years as New Mexico has led the way and created a model for other states and school systems to emulate. And our educators and students have responded and are on the rise—30,000 more New Mexico students are attending A/B schools today than were in 2011.

## **NEW MEXICO'S HISTORICAL CONTEXT—SCHOOL ACCOUNTABILITY**

### ***Schools Rated***

Over the past five years school ratings in New Mexico have been calculated for all public schools, including locally authorized and state-authorized charter schools. Certain schools do not generate school grade ratings because their funding and governance is either shared or wholly under a non-PED authority. Examples include the School for the Deaf, School for the Blind and Visually Impaired, and the Juvenile Justice institutions, all of which receive their funding and oversight from non-PED state agencies. This exemption was formalized and approved in 2008 via negotiations between the PED and the U.S. Department of Education. Similarly, the PED has not extended accountability to Bureau of Indian Education (BIE), private or home schools to-date. Based on stakeholder engagement, the SEA is engaging in additional tribal consultation on accountability systems and how the PED and BIE can best work together. While these schools are not rated under the School Grading system, their student achievement, graduation rates, and other accountability information, where available, is aggregated and reported alongside that of New Mexico's public schools.

The PED recognizes that the Navajo Nation has an approved accountability plan titled the *Dine School Improvement Plan* (DSAP) that was signed and approved by the U.S. Department of Education and the U.S. Department of Interior for the Bureau of Indian Education (BIE). We look forward to working and collaborating with the Navajo Nation on Indian education issues.

In 2016 New Mexico rated 849 schools: 635 elementary or middle schools and 214 high schools. To view New Mexico's school grades from 2016 and previous years visit: <http://aac.ped.state.nm.us/>.

State statute (22-2E-4(B) NMSA) provides for a minimum combination of factors to be included in school grades. Because some schools are exceptional in their student population, the state has developed Supplemental Accountability Measures (SAM) for certain schools. These schools qualify for additional metrics to be counted toward their school grade calculation, in addition to standard indicators applied to all schools, to holistically capture their impact on student success. Currently schools are eligible for SAM distinction if more than 10% of students are over the age of 19 or if more than 20% are non-gifted special education students. More details are outlined below in section 6.19.8.7 in the New Mexico Administrative Code:

*W. Supplemental accountability model" or "SAM" refers to any schools that qualify for a modified accountability calculation. To be eligible as a SAM school, the school must serve a student population where 10% or more of the students are 19 years of age or older, or where 20% or more of the non-gifted students qualify for special educational services. Additionally the school, when established, must have the primary*



*mission to address the needs of students who are at risk of educational failure as indicated by poor grades, truancy, disruptive behavior, eligibility for special education services, or other factors associated with temporary or permanent withdrawal from school.*

Moving forward, the Public Education Department will create more rigorous criteria for SAM schools. Universal expectations are important for all schools in the state. They ensure that all classrooms have high expectations for learning, and that no student or student group falls victim to low expectations. As a result, PED will create rule that allows only schools with exceptional student populations to have supplemental accountability measures in place. Criteria schools must meet to qualify for SAM status may include: exceptionally high proportion of students identified for substantial special education services, and exceptionally high proportion of students that are over-aged and under-credited.

Throughout the spring and into summer 2017, the PED will convene a group of stakeholders to explore which criteria schools must meet to become a SAM school and to determine which additional metrics would be useful to fully capture SAM school performance. The group will produce recommendations the PED will consider for a new rule that will further articulate how a school becomes a SAM school and the supplemental indicators to be utilized in school grades. This will provide clarity for all interested stakeholders, and ensure high expectations for all of New Mexico students. Less than 3% of New Mexico schools will qualify for SAM school status.

### ***Student Learning At All Levels***

New Mexico's track record of school accountability is undergirded by the belief that all students can achieve at the highest levels. For New Mexico's children, that starts with a deep commitment to early literacy, both in terms of policy and state supported targeted investments such as K-3 Plus and Reads to Lead. Reading is the gateway to learning and, historically, New Mexico has ensured students in Kindergarten (K) through third grade are incorporated into school performance measurement using a statewide ELA assessment. This allows for meaningful feedback to elementary schools with nontraditional grade configurations, as well as expanded feedback to most traditional elementary schools.

Building upon that foundation, all students in grades K through grade 11 are assessed in ELA, and students in grades K through 8 are assessed in grade-level mathematics. In high school grades 9 through 11, all students enrolled in a relevant math course must take the aligned PARCC end-of-course assessment. This inclusion of high school grades 9 through 11 similarly ensures more robust and informative feedback to schools. New Mexico's integrated approach around assessment, accountability, and targeted investments creates comparability both over time and in-between different types of schools, as every grade level K-11 generates robust data on student performance.

School-level accountability has excluded students who are housed in temporary off-site locations, typically treatment centers, homebound, hospitalized, or in temporary correctional facilities. Students in these settings who have a parent school affiliation (e.g., a student in a temporary behavioral setting but who will be returning to the sending school) are still tested and their scores are included with the parent school where possible. All off-site students are included in LEA and state accountability regardless of school affiliation.

## **NEW MEXICO'S COMMITMENT TO PROVIDE SCHOOL PERFORMANCE INFORMATION TO PARENTS, FAMILIES, AND TAXPAYERS/CONSUMERS**

**New Mexico publishes School Grades on an annual basis.** Individual school report cards contain disaggregated summary measures and are posted annually online at <http://aae.ped.state.nm.us/>. These report cards are compact (generally seven pages, but expanding under ESSA to meet all federal requirements) and can be easily distributed by paper to school and district officers, parents, school boards, community members,



and legislators. School grading results are further summarized on the annual District Report Card, also provided online at <http://www.ped.state.nm.us/ped/DistrictReportCards.html>. As one of the country's leading truth-tellers about student and school performance, the state is guided by a fundamental belief that our families and taxpayers have the right to know how their children and their schools are doing.

**During the 2015-16 school year, PED facilitated a series of convenings in each community gauging parental understanding of school report cards.** Informational flyers were provided in English and Spanish (see Appendix K). While state education outreach efforts had heretofore been geared mostly towards schools, districts, and policymakers in general, parents and families are perhaps the key audience for School Grades. ESSA stakeholder engagement brought parent and family voice front and center, and New Mexico must continue to engage and respond to parent feedback from across the state on how to make data more transparent and usable for their children. For the 2015-16 school year, New Mexico simplified and clarified language on the school report card to explain the multiple components of the system. Prominent notice was added regarding other school options for parents should their school receive a failing grade over a multi-year period. Examples of the report card for this school year, one for the elementary/middle school model and one for the high school model, can be found in Appendix L.

**Increased public transparency as it pertains to school performance was a consistent theme of parent and family feedback to PED during 2016.** New Mexico will draw upon feedback from numerous stakeholder meetings with parents and families to update the look, feel, and language of School Grades to ensure greater understanding and usability in the next two academic years and beyond. These efforts will begin immediately and will build upon New Mexico's commitment to public transparency and parent advocacy. New Mexico's education system has been elevated by this approach, and its students are rising to the challenge of a higher bar—and the system continues to optimize as parents and families become more engaged, learn more about what School Grades signal for their children, and take concrete action based upon the data now in their hands.

## **NEW MEXICO RISING: MULTIPLE YEARS OF IMPLEMENTATION TO-DATE**

**A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.



The framework for the New Mexico School Grading system recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, or proficiency 2) student achievement growth, also referred to as growth and 3) other indicators of school quality that contribute to college and career readiness. The state's framework for the 2016-17 and 2017-18 academic years is outlined below, and builds upon a five-year track record of meaningful school accountability:

<b>School Grading</b>		<b>EL/MS</b>	<b>HS</b>
<b>2016-17 and 2017-18</b>			
<b>Current Standing</b> <i>(Student Proficiency)</i>	ELA, Math	25	20
	VAM	15	10
<b>School Growth</b>	VAM	10	10
<b>Student Growth</b>	Q3	20	10
	Q1	20	10
<b>Opportunity to Learn</b>	Attendance	5	3
	Survey	5	5
<b>College/Career Readiness</b>	Participation		5
	Success		10
<b>Graduation</b>	4-Year Rate		8
	5-Year Rate		3
	6-Year Rate		2
	Growth 4-year Rate		4
		100	100
<b>Bonus Points</b>		5	5
<b>Participation &lt;95%</b>		Letter Grade Drop	

Each indicator is described briefly below, and detailed calculation business rules are available in the appended *New Mexico School Grading Technical Guide* (Appendix I).

#### **4.1.A.i Measures for the Academic Achievement Indicator**

#### **SCHOOL GRADING METHODOLOGY: 2016-17 & 2017-18**

##### ***Current Standing***

The first indicator in New Mexico's School Grades is known as Current Standing and is computed identically for both EL and HS models. The measure consists of the rate of students who are on grade level in ELA and mathematics. This is the familiar concept of the percentage of students who achieve at academic proficiency or higher on statewide assessments. Overall proficiency is assessed and scored and proficiencies are reported for the following subgroups:

- All Students
- Caucasian
- Hispanic
- Asian
- African American
- American Indian

- Gender
- English learner
- Re-designated Fluent English Proficient
- Students with Disabilities
- Economically Disadvantaged
- Recently Arrived
- Migrant

Proficiencies have been evaluated against New Mexico's long-term academic goals, since 2012. These goals were set based on data from the developmental year of school grading and were based on the 90th percentile of performance in that year. Expectations were uniform for all subgroups, and no adjustments were made based on student or school attributes. Subgroup performance in meeting these goals are reported both locally and federally.

To determine the anchors for letter grades, each school's percentile rank was derived from its position in a distribution of all schools. This position was then used to assign point boundaries for letter grades. The distribution and its associated cut points from the base year of 2012 were "frozen" for use in the evaluation of future years. In 2015, models were adjusted to accommodate New Mexico's shift to the PARCC assessment, but the standard-setting/cut points remain consistent with those established 2012. Details on the derivation of anchor values and cut points are provided in New Mexico's ESEA Flexibility Request (2015) in Appendix H. Overall, New Mexico has achieved a high level of stability and continuity in its accountability system.

#### **4.1.A.ii Measures for the Academic Progress Indicator**

### **THE CENTRAL ROLE OF STUDENT GROWTH IN NEW MEXICO'S SYSTEM**

School and student growth utilize value-added modeling (VAM) and were established at the beginning of the School Grading system. The purpose of the student growth indicators is to account for variation in certain environmental characteristics that might obscure the school's or student's true growth status. The procedure that is used to compute these scores is called multilevel (mixed effects) regression (Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004)). Evidence that VAM successfully adjusts for student characteristics in measuring student growth is shown in the following table.

**Correlations between VAM Adjustment and Subgroup Membership**

	<b>School Growth</b>	<b>Q1 Growth</b>
African American	-0.02	0.03
Hispanic	-0.00	0.04
Asian	0.15	0.14
American Indian	-0.05	-0.06
Economically Disadvantaged	-0.10	-0.06
Students w Disabilities	-0.07	-0.04
English Learner	-0.07	-0.03
<i>Data from 2012</i>		



Growth is applied both at the school level (School Growth) and at the individual student level (Student Growth). Student Growth is further separated into two subgroups, the lowest quartile (25%) of students known as Q1, and the remaining three quartiles (75%) of students known as Q3. The role of student growth, not proficiency, is central in New Mexico's current system. It is heightened by its inclusion in three different units of measurement, and the student growth data is provided for all legacy subgroups in a manner that facilitates review.

### **Theoretical Justification**

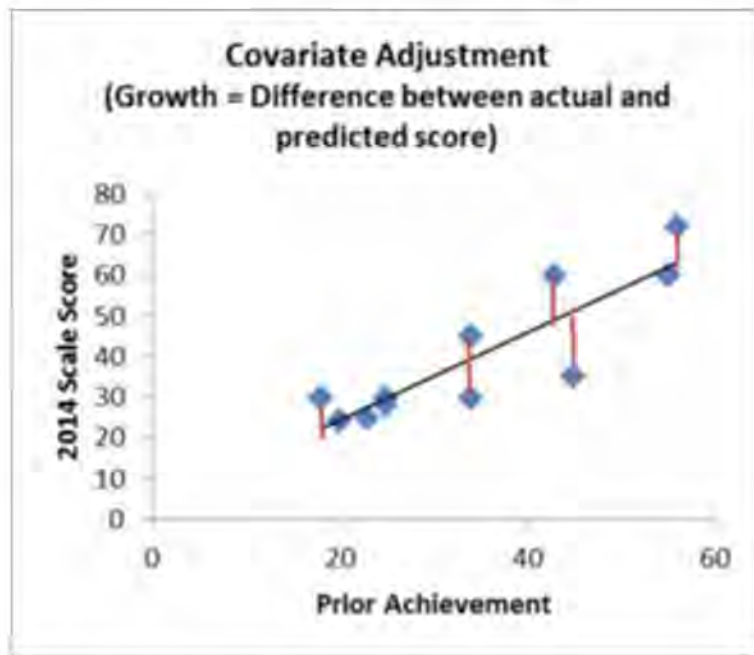
The research base for the incorporation of student growth using New Mexico's methodological approach is strong. Student growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk, 1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e., change in student outcomes due to a hypothesized cause) are increasingly understood. These and other related methodological challenges lead many to consider the advantages of examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002).

Research indicates that student growth models are well suited to monitor school performance over time and provide a robust picture of schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these models are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the student growth model is sensitive to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data. New Mexico historically used three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle school.

### **Growth Measure 1: School Growth**

A school's growth can be conceptualized like individual student growth, but where schools are the unit of analysis rather than a student. The final value indicates how much a school's finding is above or below their predicted value, after adjusting for the school's size, student mobility, whether the school is an elementary or middle school, and the students' previous scores. Positive values indicate that the growth was greater than predicted, and negative values indicate less than predicted.

A benefit of such a growth portrayal is that it is simple to determine if schools or students are demonstrating more or less than a year's worth of growth merely by whether the growth score is positive (above the line) or negative (below the line). Another advantage of this scale is that the standard error of measurement is both small and stable across the grade levels. This covariate-adjusted growth was transitioned successfully from a longitudinal model in 2015, the first year of New Mexico's participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium of states. Moreover, the New Mexico's student growth techniques align directly with calculations employed in New Mexico's teacher effectiveness ratings (NMTEACH), promoting simplification and alignment across these associated programs. The state will continue to use multiple years of data to set the expectation for where school should be.



### Growth Measures 2 and 3: Student Growth (Q1 and Q3)

Growth for each student is measured in relation to how a particular student scored in the current year compared to his or her academic peers. The state's school grading paradigm relies on a year's worth of growth, which is operationalized as a growth value of zero. Academic peers are students who scored about the same in the two prior years in ELA and mathematics. A student who scored the same as the average of his or her academic peer group has made one year's worth of growth. The model is illustrated in the graph below where 12 students are depicted with their academic peers on a growth continuum. The slope of the line indicates the students' expected growth, and the deviation from that line, both positive and negative, is accumulated for the measures of growth.

All students belong to either of the two subgroups Q1 or Q3, and no duplication of membership exists nor is any student excluded. By definition, every school has a bottom quartile and by explicitly placing additional weight on these students' growth, the system provides incentive for continuous improvement in all schools, not just those with legacy subgroups meeting a certain size limitation.

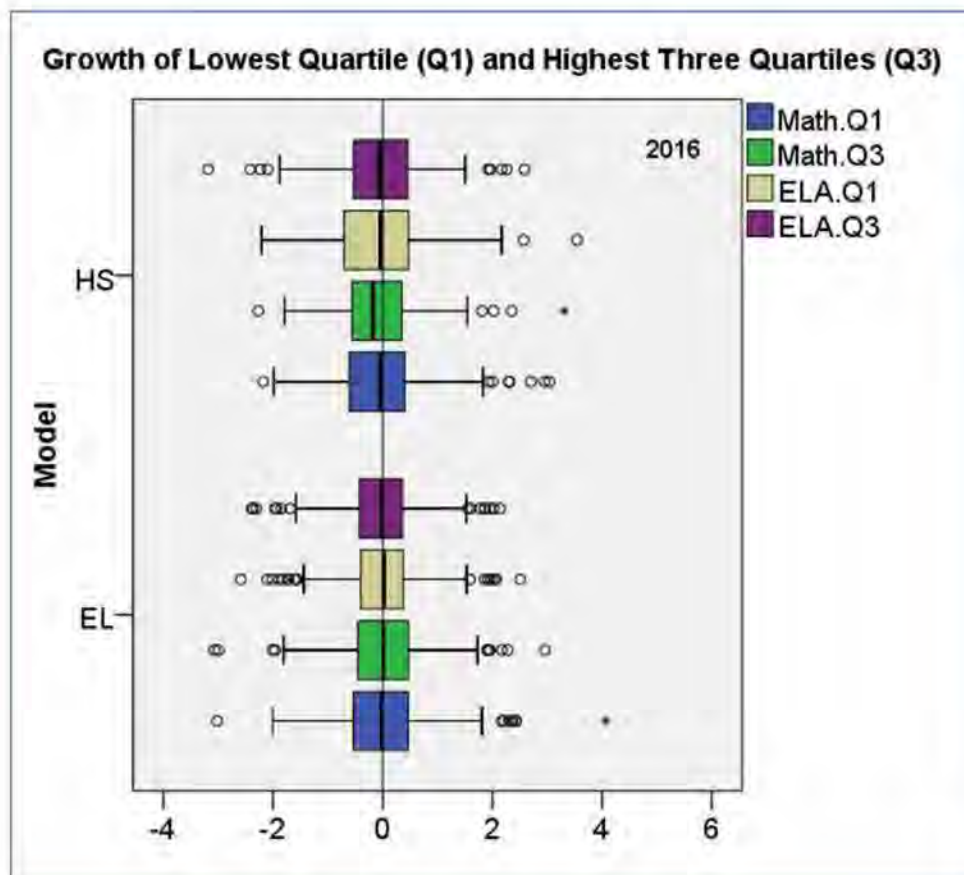
Students who are not members of the Q1 subgroup become, by default, members of a remaining subgroup Q3 (upper three quartiles). This will remain true in both 2016-17 and 2017-18. Because this group contains three times more students, and because both subgroups contribute the same number of points in the weighting scheme, each Q1 student influences the overall score three times more than the Q3 student. This equity-based approach to school accountability allows for more targeted interventions at the state and local levels.

### Ability to Differentiate

The facility of the state's growth measures to distinguish between students and schools is shown in the figure below where it can be seen that growth scores are sufficiently diverse within ELA and math. These scores, when combined, led to the distribution of letter grades for these two measures (as shown in the table below) where it can be seen that New Mexico schools still have ample room for growth, particularly in the Q1 subgroup.



Table: Letter Grades for Growth, 2016		
	Q1	Q3
A	14	158
B	43	359
C	88	186
D	159	111
F	545	35



#### 4.1.A.iii Measures for the Graduation Rate Indicator

New Mexico's unique *Shared Accountability* graduation method is compliant with federal guidance and was approved by USED in 2010. The method assures not only that 9th graders are included, but that they are apportioned a separate share of the 4-year, 5-year, and 6-year cohort graduation rates. Schools that serve only 9th graders (i.e., 9th grade academies) receive a graduation rate that is based on the time that students spent in that school. As a result of this method, high schools that do not have 12th grade graduating classes are still held accountable for their impact on graduation rates and student success. High schools with only grades 9, 10, or 11 are no longer exempt from graduation indicators as they were under AYP. Details of Shared Accountability are in the Graduation Technical Manual in Appendix N.

Furthermore, this graduation rate method monitors schools for student dropouts. The cohort takes form with all first-time 9th graders in the first of the four years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected fourth year of graduation does not change. This ensures that no child is unaccounted for by our schools and educators, or within the state's ambitious goals for student success.

The graduation component of school grading consists of four measures that integrate not only current graduation rates but also extended rates along with growth in rates over a three-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit-recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals. See below for visualization:

Graduation										C 12.32 17	
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?										12.3	
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	81.36	84.3	78.5	81.1	74.2	81.0	88.4	64.3	72.9	77.9	63.5
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)		This school did not qualify to be a SAM school.									
Points Earned	6.51										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	84.55	86.0	82.7	83.2	76.0	84.7	95.7	-	70.9	76.5	70.4
Points Earned	2.54										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	87.28	91.8	83.1	88.7	86.6	84.4	92.2	-	72.3	83.9	82.2
Points Earned	1.75										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		-31							
		Points Earned		1.52							

The multiple components within the graduation indicator liberate the element from a need for a minimum group size, since three successive cohorts of students (4-year, 5-year, and 6-year) accumulate sufficient numbers to establish reliability for very small schools. Moreover, cohort membership is made up of every student ever enrolled for any length of time during a four-year period, including dropouts, and therefore is higher than any single-year census of seniors. The composite score therefore absolves the need for a minimum group size for accountability and provides a stable and complete picture of school success.

#### **College and Career Readiness Indicator—Within the State's High School Model (CCR)**

School grading awards credit to high schools when students participate in a college and career readiness (CCR) activities. Credentials are derived from assessments related to college placement and competency, and coursework or assessments leading to career readiness certification. CCR utilizes the same cohort that leads to the 4-year graduation indicator, which includes every student ever enrolled during the four years of the



cohort span. Moreover, the weighting system embodied in *Shared Accountability* incentivizes schools to maximize opportunities (*Participation*) in all grades 9 through 12, not just later grades.

Schools further receive credit for students' achieving a benchmark known to demonstrate readiness (*Success*) on that indicator. These benchmark scores were drawn from evidence-based reports that verified post-secondary success, and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness tests.

## **NEW MEXICO RISING: LISTENING TO STAKEHOLDERS CREATING STABILITY & CONTINUITY: SCHOOL YEARS 2016-17 & 2017-18**

School Grades were developed based upon leading-edge research and school-based evidence in response to No Child Left Behind. In practice, they have proven to be a very useful tool for New Mexico's schools, families, and taxpayers. Thus, New Mexico is in a unique position to create multi-year continuity for educators, students, families, and policymakers in the realm of school accountability. While small technical refinements may be necessary as additional data is reviewed, the overall preservation of school grading in its current form will ensure comparability with previous school years, allow for a continuous improvement model for practitioners, and build upon the benefits of five years of implementation and public transparency.

By creating stability and continuity in the current and following academic year (2016-17 and 2017-18), New Mexico will be able to be even more responsive to stakeholder input— maintaining current systems while spending additional time building public understanding and access to School Grading tools that have been established over the past five years. Trainings will be provided to teachers, community forums will be provided for parents, and additional resources will be made available online.

Over the next two academic years, New Mexico is committed to the following actions developed after multiple focus groups and community meetings with parents and family members from across New Mexico. The action steps that will be taken to increase public access and understanding are:

- Continuing to enhance the School Report Card using family/public friendly language
- Adding clearer graphical representation that conveys a succinct picture of each school's performance
- Developing an interactive dashboard for easy exploration and explanation of school accountability
- Partnering with Bureau of Indian Education schools to explore their inclusion in the state's accountability system (with an MOU to be developed in 2017-18 for future years)
- Reviewing the process for identifying schools that are better evaluated under an alternate accountability (see SAMs above) and ensuring that the measures used are appropriate/ambitious
- Expanding PED's opportunities for classroom teachers and parents to provide actionable input and to provide workshop opportunities on current system understanding through the newly formed positions of Teacher Liaison and Parent Liaison in the Office of Strategic Outreach
- Developing user-friendly informational materials while refining technical documents for multiple audiences
- Ensuring that the report cards and other materials are provided in Spanish for use across the state
- Communicating options for parents more fully by prominently providing four years of the performance of their child's school and mapping nearby schools that they may wish to consider
- Commissioning an Opportunity to Learn survey review team (with stakeholders from inside and outside PED) that will review the current surveys and explore other available instruments



## BUILDING FROM A STRONG FOUNDATION: SCHOOL AND DISTRICT ACCOUNTABILITY UNDER ESSA—2018-19 AND BEYOND

New federal requirements under ESSA offer the opportunity to strengthen New Mexico's school grading system and to focus on holding schools, districts, and the state accountable to even higher standards for the performance of all students. By and large, New Mexico's state system as it was conceived in 2012 meets the requirements mandated under ESSA. Below is further explanation of the components that make up the system at present along with additional measures included such as that for English Language Proficiency. Adjustments to the weighting of components were necessary in response to stakeholder input. The chart below presents the proposed system for 2018-19 alongside the 2016-2017 and 2017-201 system for easy comparison of the proposed changes:

School Grading		EL/MS		HS	
		2016-17 2017-18	2018-19+	2016-17 2017-18	2018-19+
Student Proficiency	ELA, Math	25	33	20	25
	VAM	15		10	
Student STEM Readiness	Science		5		5
School Growth	VAM	10		10	
Student Growth	Q4 (25%)	20	5	10	5
	Q2-3 (50%)		12		10
	Q1 (25%)	20	25	10	15
Opportunity to Learn	Absenteeism	5	10	5	10
	Survey	5		5	
College/Career Readiness	Participation			5	12
	Success			10	
Graduation	4-Year Rate			8	6
	5-Year Rate			3	2
	6-Year Rate			2	1
	Growth 4-year Rate			4	4
English Learner Progress	Growth to Proficiency		10		5
		100		100	
Bonus Points		5		5	
Participation <95%		Letter Grade Drop			

As indicated, refinements to the system will occur beginning in the 2018-19 school year, with ample opportunity provided to schools/districts to review their data in advance and be responsive to new federal requirements. Student proficiency weighting for 2018-19 and beyond is in response to the demands of the global economy and the need to align with "Route to 66".

**The 2018-19 timeline and the contours of the items below were developed in direct response to stakeholder input throughout 2016. Beginning in 2018-19 (for public release in Summer 2019), the following revisions would take effect:**



- A Student growth target based indicator will be included for the acquisition of English Language Proficiency, with a weight of up to 10% of impacted schools' ratings. Baseline data will be solidified, collected, and shared with the field over the next eighteen months.
- A new indicator for Science will be included —drawing primarily upon student performance on statewide science assessments, but also considering overall student engagement in STEM fields. The state will continue to engage educators, as well as business and industry, in the development of this new indicator.
- A measure examining and reporting the academic growth of students in the highest quartile of performance—thus encouraging our highest-performing students to aim even higher.
- A refined definition of College and Career Readiness, drawing upon new data collection apparatuses and new policy constructs. To ensure high standards for all students, lagging indicators such as college enrollment and remediation rates will be considered for inclusion, as well as continued use of leading indicators such as advanced placement success and industry credential attainment.
- A moral and economic imperative to elevate the weight of student academic proficiency as our students continue to rise, with the increase in value taking effect in 2018-19. New Mexico has set a goal of 50% of the state's students achieving at college-and-career ready levels (without lowering the bar for what our kids can achieve) by 2020.
- A new instrument/measure as part of the Opportunity To Learn indicator, with stakeholders from inside and outside the PED coming together to select student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including a version for PreK-3.
- An elimination of bonus points given the opportunities provided in the new indicators above.

Additionally, New Mexico will be reporting on other key student and educator data that would not figure into school grades calculations but must be included as a matter of public reporting and transparency. Educator effectiveness data will be part of public reporting, as outlined in the state's Excellent Educators for All plan.

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*"It's time we pay equal attention to the sciences all the way through the pre-college pipeline or our students are going to continue to be woefully underprepared for post-secondary education especially in STEM fields."*

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#### **4.1.A.i Academic Achievement**

As in previous years the grade levels and subject areas assessed remain stable for 2018-2019 and beyond with the exception of the inclusion of student performance on the statewide science assessments. These Standards-Based Assessments are administered to students once in the elementary, middle, and high school levels—grades 4, 7, and 11—in English and Spanish. The PED will add science to the collection of achievement measures in order to maximize the variety of areas that inform school progress. Science education is the primary sub-component of the new *STEM Readiness* indicator to help students succeed in 21<sup>st</sup> century careers, notably those roles that are in high-demand in New Mexico.

Nationally, science competencies appear to be suffering, with the *Center for Accountability in Science* survey showing that most Americans couldn't pass a high school health class (<https://www.accountablescience.com/>). As the home for several major federal laboratories and high-tech industries, New Mexico posits that the integration of science into School Grades will help schools build



capacity for our workforce while ensuring that all students are receiving a well-rounded foundation for adult life. Stakeholders throughout New Mexico echoed this sentiment during stakeholder engagement.

#### **4.1.A.ii Academic Progress**

International comparisons show that the top U.S. students are scoring at or below average when compared to their peers in 27 countries in mathematics, 19 countries in reading, and 22 countries in science (U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2016* (NCES 2016-144), International Assessments). While progress is being made in raising the achievement of students scoring in the lowest levels, the achievement of students at the highest levels nationwide is not on pace with other leading nations.

To ensure that our historically high-performing students are making significant learning gains, school grading will broaden the focus of student growth to include a new sub-indicator that represents the highest performing quartile (25%) of students. Student growth will result from a composite of lowest quartile (25%), middle two quartiles (50%), and highest quartile (25%) of students, with the three complementary groups weighted progressively less in value. While the major emphasis remains on the lowest quartile, the recognition of these higher performing students in accountability will not only provide a more discriminating picture of school effects, but it will reward those schools that are serving this important group of students well. Attention to this group in each school has pedagogical value that transfers beyond the boundaries of the group, such as the acceleration of curriculum and instruction, informing professional development of educational staff, and incentivizing the raising of expectations for all students. The measures for this Q4 group and the breakout of Q2-Q3 will take effect starting in the 2018-2019 school year. Methodology for calculating Q1, Q2-3, and Q4 will follow the student growth procedures described previously.

#### **4.1.A.iii Graduation Rate**

The calculation methodology of the 4-year, 5-year, and 6-year graduation rates and of the growth in the 4-year rate will continue the methodology established for past years. This approach to rating multiple cohorts and including graduation growth has been approved by USED in the past, and is consistent with New Mexico's approach of including multiple measures of student success within a single indicator.

#### **4.1.A.iv Measures for the Progress in Achieving ELP Indicator**

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*"The "growth to proficiency measure" will be helpful for districts with ELs and allow districts to focus on those students' learning needs."*

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Beginning in 2018-2019, accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English Learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students are identified as EL students, the less likely they are to graduate on time and to acquire coursework required for post-secondary advancement. Research indicates that ELs generally require from four to seven years in developing the academic language proficiency in English necessary to be successful academically (Cook, Boals & Lundberg, 2011; Goldenberg, 2008; Greenberg, Motamedi, Singh & Thompson, 2008; Hakuta, Butler & Witt, 2000; Saunders,



Goldenberg & Marcelletti, 2013). Based on analysis of the state's ELP data (based on WIDA ACCESS for ELLs©) conducted, the mean number of years a student is classified as an EL is four to five years. Title III, Section 3121(a)(6) of ESSA requires that LEAs to report the number and percentage of ELs who have not attained ELP within 5 years of initial classification as an EL and first enrollment in the LEA. Thus, New Mexico proposes a statewide vision for all students achieving ELP within five years.

Given trends in national research and the state's data, the PED has crafted ELP goals that are both ambitious and achievable. The result is an index table that is responsive to stakeholder input and that values two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Every student who enters EL status will be considered within the appropriate cohort based on these two student characteristics. The student will remain in that tracking cohort for the remainder of their time in PED schools, regardless of their migration to different schools or districts.

Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs©) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded research and data. Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for RFEP status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being reclassified fluent English proficient (RFEP) in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to state the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. When the student's score falls short the value is negative, and when it exceeds expectations it is positive. These residual values are accumulated for all students within the school for an overall student ELP achievement summary, where a positive figure indicates students are progressing at a rate higher than expected and by how much. The summary values for schools will be used to establish cut points for letter grades for this indicator for school grading.

The table below indicates preliminary ELP growth targets for EL students based on currently available data. Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm. As new data are obtained in the future, realignment could take place yearly.



### Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
<b>K-3</b>	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
<b>4-6</b>	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
<b>7</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>8</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>9</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>10</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
<b>11</b>	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

*Data in red indicate years where the student is typically exited from high school*

#### Consideration of Including Former EL Students

A diverse cross-section of educators serving EL students statewide felt it important to acknowledge the academic progress made by RFEPs. In school grading, RFEP students will be reported annually alongside their current EL counterparts so that schools and LEAs can verify longitudinal progress. While exited students' academic success is important for long-term monitoring, these students will not be included in the ELP indicator, where only currently designated EL students will be appraised. The state has elected to focus the school accountability indicator on progress towards ELP growth, which is pertinent only to students striving toward English language acquisition. Moreover, the progress of RFEP students in the areas of ELA and math are disaggregated and recounted in other



parts of School Grades—to include their academic achievement within the ELP indicator would be redundant.

#### **4.1.A.v Measures for School Quality or Student Success Indicators**

##### ***Opportunity-to-Learn Survey (OTL)***

While New Mexico's OTL survey, detailed earlier, is a reliable measure of teacher effectiveness, the state plans to explore other instruments that might have broader application to learning climate, academic achievement, engagement, and self-efficacy. Through PED's process of stakeholder engagement throughout communities across New Mexico, extensive feedback was collected regarding what stakeholders would like to see represented as a part of the "other school quality" or student success indicators of School Grades.

Along with the input gathered from stakeholders, the PED will consider content and predictive validity, relevance for all grades 3 through 11, and evidence that the survey is related to student achievement gains. Moreover the method of administration will need to ensure private and candid response, complete coverage of all students, and the ability to disaggregate the results by all student characteristics. The state remains fully committed to engaging students about their educational experiences in a manner that fosters meaningful feedback to schools and teachers. Capturing student and family engagement, educator collaboration and engagement, school climate, and other critical components for quality schools will allow for more meaningful differentiation between schools beginning in 2018-19 and beyond.

##### ***Chronic Absenteeism***

Through school year 2017-2018, the state will report habitual truancy for students who have accumulated the equivalent of 10 or more full-day unexcused absences within a school year. This truancy rate has been reliably reported by school and LEA and is being used for supplementary information in school grading.

Beginning in 2018-2019 the state proposes to expand this measure to account for all absences both unexcused and excused (chronic absenteeism). Absenteeism represents lost instructional time whether excused or not and has a strong relationship with achievement and graduation. As early as pre-kindergarten, students who are chronically absent are less likely to read proficiently by the end of third grade and more likely to be retained in later grades (Connolly, Faith and Olson). For this reason, PED will begin to track PreK attendance in SY2017-18. Absenteeism further serves as an early warning system that is relevant to all grades and is considered an important metric in accountability. This measure would replace the state's use of student attendance, and PED will have multiple years to work with stakeholders to establish the full methodological and operational implications.

It is important to note that chronic absenteeism would include only those situations over which schools have some control and influence, including suspensions, disciplinary actions, and truancy. Students who are absent for reasons such as medical, death in the family, or religious observance may be considered exempt from the rate. The state will work with stakeholders to detail this measure so that adequate protections and audits are in place before implementation.

##### ***College and Career Readiness***

College and career readiness propels students from a solid foundation of early and secondary learning into rigorous career and technical education programs and college completion goals. Inclusion of college-and-career readiness measures will continue to be an important component of School Grading. For the 2018-2019 system, the PED will refine the definition of this component to ensure the highest standards for all students. Indicators such as college remediation and college persistence will be considered, as will newly-developing indicators in CTE fields.



## Approach to Subgroups

The state uses accountability information gleaned from traditional subgroups across all schools to ensure that achievement does not appear to be atypically suppressed in a disadvantaged student group. This information is paramount in informing interventions for Comprehensive (CSI) and Targeted Schools (TSI) for improvement. All indicators and measures continue to be disaggregated, examined, and reported to serve the needs of stakeholders, and in addition a gap analysis will drive further action to schools that appear to be consistently failing to serve disadvantaged subgroups.

The evaluation will take place by way of a post hoc evaluation of achievement gaps, and schools that demonstrate systematic failure to serve certain student groups will be flagged. Schools showing inordinately high gaps in the same subgroup for three years or more will enter the school improvement continuum, and the school's published report will indicate that they have been consistently underserving certain populations of students.

i. *List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.*

New Mexico considers and disaggregates these subgroups throughout all school grading indicators:

- All Students
- Race/Ethnicity (Caucasian, African American, Hispanic, Asian/Pacific Islander, American Indian)
- Students with Disabilities
- Economically Disadvantaged (eligible for Free/Reduced Priced Lunch Program)
- English Learners (current only)

While not all of these students are in protected classes, data are disaggregated nonetheless to inform curriculum, policy, and equity.

ii. *If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.*

For the state's accountability system in 2018-19 and beyond, the state has chosen to continue the practice of identifying students only with an Individual Education Program (IEP) in the Students with Disability subgroup and to not include students who may have exited that status. This practice is in keeping with prior accountability models and preserves historical continuity and comparability with previous years.

iii. *If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.*

The state will also continue the practice of identifying students only qualifying for current EL status in the English Learner subgroup and to not include students who have exited. This practice is in keeping with prior accountability models and preserves historical continuity and comparability with previous years.

iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*



☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or  
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or  
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

The state proposes to continue its policies for recently arrived English learners for 2018-2019 and subsequent years. New Mexico employs the practice of exempting students who qualify as recently-arrived English learners from participating in the ELA assessment, provided that students take the language proficiency assessment. These students take the math assessment within their first year and following completion of their first year, take both the ELA and math assessments annually. New Mexico has a waiver application system in place for students requiring language accommodations if needed for subsequent years. These practices are in keeping with prior accountability models and preserve historical continuity and comparability with previous years.

### **Minimum Number of Students.**

v. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).*

For 2018-19 and out years, the PED will employ the following group sizes:

- A minimum group size of 20 for reporting
- No minimum for the calculation of growth or proficiency
- A minimum of 10 for the post hoc evaluation of protected subgroups
- A participation minimum of 30

vi. *Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);*

Regarding a minimum group size for accountability decisions, the state appreciates that larger group sizes are needed for statistical power and stability. However, as a state with many smaller districts and schools, setting a minimum size that is too robust has the unintended consequence of excluding many of our students and schools from accountability altogether. Moreover, the state holds the view that annual performance measures are not a sample but rather are a census of all students. In that paradigm there is no concept of sampling error; benchmarks are valuable; and most importantly, detailed information about small subgroups is considered valid. If the state holds that a complete assessment of all students is not representative of the whole population, particularly where the sample size (subgroup within school) is small, then too many of our schools would be dismissed on an almost permanent basis.

The impact of using minimum group sizes was fully described in our approved ESEA Flexibility Request (December 8, 2015, page 69), where under the prior AYP rules almost half of the schools were not held accountable for the EL subgroup, and approximately 20,000 students were excused from school accountability.

Following this reason, no minimum group size is applied for accountability calculations that determine a school's grade. The proficiencies of all students contribute to the school's final points for Current Standing as well as for the Student Growth measures, and steps are taken to ensure that results from small group sizes are not exposed in reporting. It may be further argued that the inclusion of three years' data, together with multiple measures and inclusion of more tested grades kindergarten through 11, all provide more data and



better modeling of progress over time which enhances statistical robustness and stability. In addition, the use of the quartile subgroups ensures adequate subgroup sizes for calculations. This full inclusion guarantees accountability for our smallest schools and has been successfully in place since the inauguration of school grading in 2012.

<b>Table: NM Schools with Special Populations*</b>		
	Math	ELA
All Students	822	849
Female	822	849
Male	822	849
Caucasian	782	816
African American	555	611
Hispanic	805	833
Asian	488	540
American Indian	618	666
Economically Disadvantaged	815	842
Students with Disabilities	814	841
English Learners	735	764
<i>*Out of 849 schools rated in 2016</i>		

The use of a minimum group size would eliminate even more schools from subgroup consideration. The use of the Q1 subgroup is more nondiscriminatory because it ensures that all 849 schools are held accountable for the learning accomplishments of struggling students.

The discussion of minimum group size came up in meetings with teachers, principals, other school leaders, parents, and other stakeholders but we did not get any official feedback through the survey and only a few letters addressed the minimum group size, including the Acoma Pueblo Tribe who wrote in support of the state plan proposal.

vii. *Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);*

The state has rarely required the use of uniform averaging in the use of school grading. On occasion a three-year "cumulative cohort" is formed for schools that have fewer than four graduation cohort members over a four-year period. Otherwise, there is little need to enhance student counts, as was explained in 4.1.C.ii. It is expected that this rare instance of averaging will continue for School Grading 2018-19 and beyond on an as needed basis.

viii. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

The size required for reporting continues to be 10 or more students in a group, and publications of sensitive data follow uniform guidelines for avoiding disclosure of individual students. School officers who require uncensored data for necessary school operations and curriculum decisions are provided reports that do not



suppress or mask information. These reports are available through secure online resources and also through direct connection to assessment vendors. Otherwise, public versions of data utilize standard procedures of suppression, controlled rounding, and masking. These rules are applied to all aggregated data and reported subgroups, whether or not the group represents a protected class.

ix. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;*

All students are included in accountability.

x. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.*

Not applicable.

#### **Annual Meaningful Differentiation.**

*Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.*

- The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. While ESEA monitoring requirements under NCLB set clear and concrete goals and firmly established that all students need to be considered, there is now opportunity to build upon these strengths and develop a school accountability system effective beginning with the 2018-19 school year that further enhances policymakers' ability to fairly and accurately monitor schools. The literature (Linn, 1998; Baker, Linn, Herman, and Koretz, 2002; Choi, Goldschmidt, and Yamashiro, 2005; Baker, Goldschmidt, Martinez, and Swigert, 2003) is clear that in order to effectively monitor schools for interventions and recognition, several pieces must be in place in order to create a coherent, comprehensive, unbiased, and fair system. Differentiating among schools for the purposes of providing support where needed and recognition where warranted should, to the extent possible, avoid confounding factors beyond school control with factors for which schools ought to be held accountable (Goldschmidt, 2006).
- Four elements (coherence, comprehensiveness, freedom from bias, and fairness) are the basis for the New Mexico school accountability system that enhances our ability to differentiate school performance in a more nuanced way than under the current ESEA system. A coherent system is one that seamlessly links together the elements of the system and incorporates stakeholders' beliefs regarding how schools ought to be held accountable. Hence, a coherent system collects elements that individually and jointly lead to the correct inferences about schools and the correct motivations for improvement. This is realized by considering validity evidence that supports inferences based on school grades, a notion similar to content and construct validity evidence (Messick, 1995; Mehren, 1997). That is, each element of the system should logically relate to better school performance (content validity evidence) and overall, the accumulation of elements should adequately represent the domain of interest (e.g., school performance).
- The School Grading System is also consistent in methodology with the state's teacher evaluation system that is based partly on student achievement. This is an extremely important concept as 1) it holds



schools accountable in a manner similar to teachers (based to some degree on student achievement growth); 2) it allows for similar types of inferences about schools and teachers; 3) it provides for similar nomenclature, which helps teachers, school administrators, parents, and other stakeholders place meaning on school and teacher performance; and 4) it creates consistent and coherent incentives for improvement, e.g., teachers' improvement leads directly to school improvement, and conversely, where school grades play a role in teacher evaluation, school grades are based on factors to which all teachers contribute.

- A coherent set of elements that forms the basis for making inferences about school performance should be comprehensive, which is consistent with basing school inferences on multiple measures (Baker, et. al. 2002). Monitoring schools based on unconditional mean school performance or on the percentage of students who are proficient does not hold schools accountable for processes under school control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (e.g., student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996).
- A system that merely counts the percentage of proficient students is limited because it reduces the amount of information available and ignores performance changes above and below the proficiency line that can be quite large (Thum, 2003; Goldschmidt and Choi, 2007). Moreover, basing inferences about schools on static measures ignores that learning is a cumulative process and that schools often face challenges related to the input characteristics of its students (Hanushek, 1979; Choi, et. al., 2005; Goldschmidt, 2006). For example, some schools consistently receive an extremely high proportion (>75%) of students who are EL. While there may be debate as to the length of time it takes an EL student to acquire academic language skills—and the expectation should be that each student does so and graduates college and career ready—the system should provide incentives for a school to educate those students by recognizing the achievement gains along the performance continuum.

*Describe the following information with respect to the State's system of annual meaningful differentiation:*

*xi. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;*

The state's adoption of a rating system using A-F letter grades was designed to make clear to policymakers and the public what can otherwise be difficult to understand. At a minimum the system recognizes the diversity of school achievement through a series of five-step scales (A-F) which vastly improves on the old AYP system where schools basically either passed or failed. The report card shows information for each measure by way of points that are then summed within each indicator and awarded a letter grade. The PED is committed to enhancing school report cards so that consumers have a simple and easy to understand report.

The original procedure used for setting cut points for the letter grades will be followed for the new indicator of EL. However, this standard setting will be delayed to 2017 because of changes in WIDA's Access for ELLs®. The consortium convened last summer after the first administration of the ACCESS for ELLs 2.0 (online) to reset the scaled score ranges for English language proficiency levels. This was designed to better calibrate the assessment to Common Core State Standards embodied in the PARCC assessment.

*xii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).*

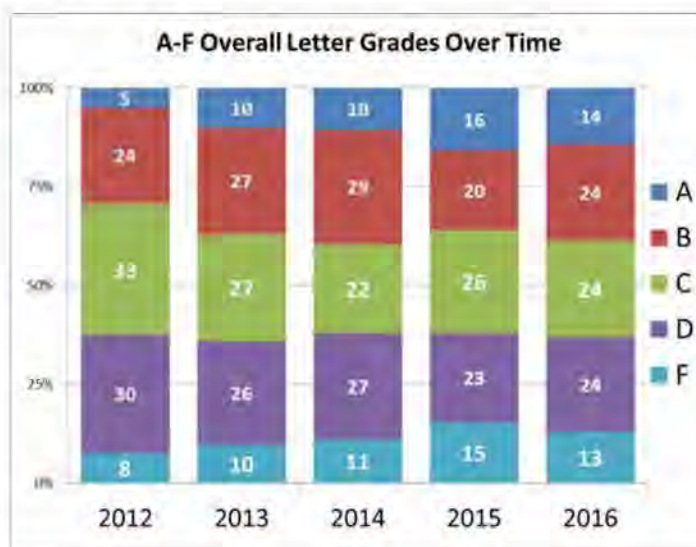
In 2018-19 and beyond, for schools that do not have English learners or for which the subgroup size is too small for evaluation, an abbreviated model is substituted that removes the points allotted to this category. For example, in the EL model the available overall points would be reduced to 80 rather than 100 possible points.



Experience has shown that publishing different rating scales and cut points for certain schools may be confusing to users who are accustomed to the 100-point scale. For that reason the individual indicators continue to be reported on their native scales so that they can be compared across schools; however, the total points for this abbreviated model are adjusted upward to the 100-point scale for the final letter grade. This process does not disturb the original weights of each indicator, indicators can be directly compared across schools, and the final grade can continue to be evaluated on a standardized 100-point scale.

xiii. *The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).*

A school's final summative score is expressed as a single letter grade with the related overall points. While the letter grade maximizes comprehension and transparency to all audiences, the total points provide precision needed for ranking schools within a category. The distribution of letter grades over the last five years demonstrates usefulness of the scale in differentiating schools and in determining schools who are the most deserving of reward and recognition, as well as those in most need of intervention and support.



### Participation Rates

*Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.*

Participation is gauged as the percentage of students who completed a valid scorable test when compared to enrollment figures averaged from several time points near the test window. Participation rates for high school mathematics require a denominator that is comprised of the enrollment counts in a PARCC-aligned relevant course. A student that is eligible for more than one assessment, such as an 8th grader taking Algebra I (i.e., who can take either the Math 8 or Algebra I assessment) must be assessed in the content that is considered more rigorous or of typically a higher grade level, and the student will not be expected to participate in more than one assessment. These students will be counted in the denominator of the participation rate that is applicable to the assessed content. The combined weighted percentages across courses, within content (math or ELA), will be used to derive the final rates within school and within LEA. In order to meet the required participation, both ELA and math must each have rates that, when rounded, account for 95% or more of the eligible students. Failure to meet one of the two, i.e., either ELA or math, results in the school not having met participation targets.



Participation is computed for students in the conventional subgroups of ethnicity/race, students with disabilities, English learners, and economically disadvantaged as well as for all students. The accountability for which these rates apply is subject to a minimum group size of 30, but rates are reported down to 10 or more students within a school across all grade levels.

In prior years, failure to meet the minimum 95% objective in either ELA or math resulted in a school's overall letter grade being reduced by one letter. This approach will continue.

#### **Data Procedures.**

*Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.*

For school accountability all students in all grades K through 11 are considered. Each student is weighted identically toward the final product, whether that is *Student Proficiency*, *Student STEM Readiness*, *School Growth*, *Student Growth*, *Opportunity to Learn*, *EL Progress*, *Graduation*, or *College and Career Readiness*. For some growth measures a student's prior two scores (years) enter into student growth calculations, and where prior scores are missing, the school or LEA mean is substituted to ensure that the student is not dropped from any analysis.

For statewide reporting, the same student population is used; however, because aggregates are larger and meet rules for data disclosure, the reporting can be provided in more detail. Included in state report cards are these extra categories, which are not be used for accountability decisions:

- Recently arrived
- Exited EL status, Year 1
- Exited EL status, Year 2
- Exited EL status, Year 3
- Military family (new)
- Foster family (new)
- Migrant

*Combining Years.* The state does not combine years for achievement measures because the group sizes within a single year have been ample to support the current paradigm. The use of combined subgroups facilitates the adequacy of sample size and results in a complete census of students for accountability. Moreover, the use of two prior scores in the computation of growth assures that schools are not castigated based on a single poor year.

The state has employed three-year averaging of unweighted participation rates for the purposes of participation and will continue that practice. With the advent of requirements for individual legacy subgroups, the state has considered the option to develop a cumulative count of students over prior years. However the method of comparing examinees to enrollment records does not lend itself to this kind of cross-year comparison, and the counts within legacy subgroups are small and the rates unstable. To combine these counts across years would compound the uncertainty. Therefore the participation rate for legacy subgroups will utilize a minimum group size for the current single year.

#### **Including All Public Schools in a State's Accountability System**

*If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):*



xiv. *Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;*

Since all grades K through 11 are assessed, and since the state does not have 12th grade-only schools, every school will have achievement data by which to be evaluated. The concept of a feeder school (serving only grades prior to grade 3) is not relevant. Because the early grades of K through grade 2 are assessed only on ELA, their data are doubled to balance the lack of math in those schools' grades.

xv. *Schools with variant grade configurations (e.g., P-12 schools);*

All schools are classified as either elementary or middle (EL model) or high school (HS model). Where ambiguity exists across models, such as for a school with grades 6 through 9, the grading model is assigned based on the maximum number of grades are represented, in this case EL. A small number of schools (N=4) serve all grades kindergarten through 12, and a decision was made early in school grading to default these schools to the HS model. Finally, nontraditional configurations, such as 6th grade and 9th grade academies, are assigned to the model where each typically resides. All of the grade levels within a school are combined for accountability.

xvi. *Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;*

Not applicable.

xvii. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*

Schools included for accountability are described at the beginning of this plan.

As noted above, the charter school community and PED have agreed that the criteria to become a SAM school and the school grade modifications for such schools are incomplete. PED will convene a group of stakeholders that will produce recommendations for a new state regulation. This will provide more clarity for all interested stakeholders and provide a sustainable path forward.

xviii. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

Schools included for accountability are described at the beginning of this plan.

## 4.2 Identification of Schools

### **Comprehensive Support and Improvement Schools (CSI)**

i. *The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools*

*with chronically low-performing subgroups.*

New Mexico has demonstrated success in supporting many of its low performing schools. Distinctive conditions for improvement are identified here that are evidence-based and central to the development of leaders.

New Mexico will identify schools for either Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) status based a streamlined set of rules and criteria that focus intervention at the LEA level in addition to the school level.

A school is identified as being in need of Comprehensive Support and Improvement by:

- Being in the lowest-performing 5% of Title I schools in New Mexico as identified by overall points earned on the School Grade Report Card; or
- Having a 4-year graduation rate (high schools only) less than 67% for two of the past three years; or
- Having been a Title I school that was previously identified for targeted (TSI) support due to low performing student subgroups, that has not demonstrated sufficient improvement after three years in that status.

ii. *The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).*

Comprehensive Support and Improvement status has a three-year duration. A state-identified school can successfully exit from Comprehensive Support and Improvement status by improving the metric that was responsible for identifying the school for comprehensive support:

- Improving the School Grade total score so that student performance is no longer in the bottom 5% of Title I schools in the state after three years or by earning more than 50 total points (“C” grade or better) on their most recent School Grade; or
- Increasing the school’s four-year graduation rate to be at or above 67%; or
- Improving chronically low-performing subgroup performance across the accountability indicators so that the subgroup is no longer performing similarly to schools in the bottom 5% of Title I schools in the state after three years.

### **Timeline**

#### **Identification and implementation of the first set of CSI schools (to be repeated every three years):**

February – October 2017

- PED Planning
- Field training (following release of school grades)

October-December 2017

- CSI schools identified
- Districts notified

January – April 2018

- District conducts school-level needs assessment and develops CSI plan for each identified school
- District submits CSI plans to the PED



April – May 2018

- Districts with CSI schools participate in program and budget reviews including selecting and matching evidence-based interventions and vendors
- State reviews and considers approval of CSI plans

May – June 2018

- Districts plan and prepare for implementation

July 2018 – July 2021

- Implementation

August 2021

- CSI schools not meeting exit criteria after three years implement more rigorous interventions

### **Targeted Support and Improvement Schools (TSI)**

iii. *The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).*

Schools are identified as being in need of Targeted Support and Improvement with consistently underperforming subgroups by:

- Demonstrating a dramatic gap (40%) in academic proficiency in reading and math between its students with disabilities as compared to students without disabilities for three consecutive years.
- Demonstrating a significant gap (30%) in academic proficiency in reading and math between its English Learner subgroup compared to non-English Learner subgroup for three consecutive years.
- Demonstrating a significant gap (30%) in academic proficiency in reading and math between its economically disadvantaged subgroup compared to non-economically disadvantaged subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Native American subgroup compared to its non-Native American subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Black subgroup compared to its non-Black subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Hispanic subgroup compared to its non-Hispanic subgroup for three consecutive years.

This identification occurs annually beginning school year 2018-2019. CSI schools will not be eligible for TSI identification. The minimum subgroup N size for TSI identification is 20 students. Schools with a consistently underperforming subgroup that does not improve after an LEA-determined time period will implement additional interventions and remain in TSI status.

iv. *The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

Schools are identified as being in need of Targeted Support and Improvement with a low-performing subgroup by:

- Demonstrating that the vast majority of any of the following subgroups are performing well-below academic proficiency and not demonstrating sufficient growth as compared to CSI schools (the bottom 5% of Title I schools) for three consecutive years: students with disabilities, English learners, economically disadvantaged and all underserved racial and ethnic subgroups.

This identification occurs annually beginning school year 2018-2019. CSI schools will not be eligible for TSI identification. The minimum subgroup N size for TSI identification is 20 students. Title I schools meeting these criteria that do not improve will be transitioned to CSI status after three years.

### **Timeline**

#### **Identification and implementation of the first set of TSI schools (to be repeated every year):**

February – October 2017

- PED Planning

October-December 2017

- TSI schools identified
- Districts notified

January-April 2018

- Schools, in partnership with stakeholders, develops TSI plan
- Schools submit TSI plan to district

May – June 2018

- Districts plan and prepare for implementation

July 2018 – May 2021

- Targeted Support and Improvement schools begin LEA supported evidence-based interventions and implementation of TSI plans

July 2018 – July 2021

- Implementation

August 2021

- TSI schools not meeting exit criteria after three years will either implement additional interventions as a TSI school or be transitioned to CSI status (if Title I)

v. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).*

Schools with one or more low-performing subgroup can exit TSI status by successfully implementing its targeted support and improvement plan such that all identified low-performing subgroups show sufficient growth or no longer meet the criteria for identification for two consecutive years.

#### **4.3 State Support and Improvement for Low-performing Schools.**



### **School Improvement Resources.**

*Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.*

New Mexico will withhold 7% of state Title I funding to distribute to LEAs through a competitive grant application for school improvement. The PED will determine the formula based on the amount available under ESSA Section 1003, ESSA Section 1111(d), and updated rules and non-regulatory guidance from ED.

Funding will depend upon the number of schools the PED designates for Comprehensive Support Schools and the number that apply for targeted funding. LEAs with a CSI schools are eligible to apply for funding to fund school improvement strategies. LEAs will also demonstrate the alignment of current resources to support school improvement strategies.

### **Technical Assistance Regarding Evidence-Based Interventions.**

*Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).*

All LEAs and schools in New Mexico will utilize the NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based action-planning tool identified for developing school improvement plans and identifying evidence-or research-based interventions it has put into place for the school year. NM DASH is available at no cost to every LEA or school in New Mexico and is required by statute.

The PED provides a differentiated approach of support to New Mexico LEAs and schools, designed to assist leaders in developing structures to support planning and implementation strategies, enhance their capacity to implement, monitor, and sustain effective practices, and support alignment of funding and resource allocation aligned with organizational conditions necessary for turnaround success. These conditions have implications for both the LEA and school. To support its lowest performing schools (CSI) the LEA must first address the following:

#### *Leadership*

Districts must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.

#### *Differentiated Support and Accountability*

To achieve ambitious results, districts committed to turnaround must prioritize low performing schools and provide both additional, core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

#### *Talent Management*

Public education is human capital intensive and efforts to turnaround low-Performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround.

#### *Instructional Infrastructure*

Districts often have invested heavy resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. Districts must own this challenge and create and



instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction are clear.

#### References

NM DASH (formerly known as the Web EPSS) is statutorily required in the state of NM. All schools and LEAs complete this tool as identified by the New Mexico Administrative Code 6.29.1.8, available at <http://164.64.110.239/nmac/parts/title06/06.029.0001.htm>

Robinson, W., and Morando Rhim, L. (2016) Darden School of Business, University of Virginia. Available at: [http://www.darden.virginia.edu/uploadedFiles/Darden\\_Web/Content/Faculty\\_Research/Research\\_Centers\\_and\\_Initiatives/Darden\\_Curry\\_PLE/School\\_Turnaround/CoCreating\\_Org\\_Conditions\\_for\\_Success\\_160720.pdf](http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/CoCreating_Org_Conditions_for_Success_160720.pdf)

#### **Comprehensive Support and Improvement Schools**

Comprehensive Support and Improvement (CSI) schools will receive support designed to provide schools and LEAs, with the highest level of need, rigorous and explicit interventions. CSI schools must implement a school-specific comprehensive intervention plan that is developed by its LEA but is approved, monitored, and regularly reviewed by the PED. New Mexico's plan is the NM DASH.

The PED will host a series of blended learning opportunities (webinars, face-to-face training, and technical assistance tools) each year to support LEAs in understanding their roles and responsibilities as identified in the NM ESSA Plan.

LEAs with identified CSI schools have three options for intensive improvement under New Mexico's ESSA plan:

##### 1. NM DASH-Plus

- LEAs and schools must complete the NM DASH with an intensive focus on human capital development and additional student learning time and supports. Additionally, these schools will receive increased monitoring and accountability related to their plan

##### 2. State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence),

##### 3. Application for Competitive Grants for School Improvement

- LEAs with schools identified as CSI are eligible to apply for additional funding through a competitive grant process to support participation in evidence-based school improvement program. This may be in addition to or in support of state-supported programs funded via targeted investments.

##### 4. High school transformation in partnership with PED

- Schools will work directly with the college and career readiness bureau to implement evidence-based, comprehensive reform addressing the structural issues that contribute to low graduation rates. These high schools would become preferential applicants to all New Mexico Graduates Now targeted investments. Only 10 high schools will be selected for this opportunity each cycle.

#### ***NM DASH-PLUS: Implementation and Monitoring***

CSI schools in collaboration with their LEA will complete the Six Step Needs Assessment (embedded in the NM DASH) to inform their school-improvement plan or NM DASH.

- Step 1: Identifying a Core Team
- Step 2: Analyzing Data and Setting Student Achievement Goals through deep data analysis and reflection of qualitative and quantitative factors.



- Student achievement data includes summative, formative and interim assessment data.
- Step 3: Attending to four (4) Focus Areas: Instructional Infrastructure, Data Driven Instruction, Talent Management, and Resource Allocation.
- Step 4: Conducting a Self–Assessment to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge for their struggling schools.
- Step 5: Creating Desired Outcomes and Defining Critical Actions based on the results of the Self-Assessment.
- Step 6: Creating a System for Monitoring Implementation by identifying metrics, feedback and observation structures to determine progress; recording evidence to know that a positive impact is occurring in meeting Critical Actions; adjusting for accelerated progress and/or unanticipated barriers.

Steps 1-4 of the Six Step Needs Assessment are completed once by the LEA and School to create the Annual Plan. Steps 5-6 comprise the 90-Day Plan which is completed twice in the school year. The LEA and school are responsible for monitoring and implementation of their 90-day plan. The PED will require additional monitoring of plans in conjunction with the LEA and school for CSI schools.

To arrive at implementation and monitoring of the NM DASH, LEAs with CSI schools will receive onsite visits to the schools by a PED team, where in collaboration with the PED Team CSI schools and their LEA will review evidence of the implementation of the 90-Day Plan. LEAs in collaboration with the assigned PED team member will review progress indicators of Critical Actions toward desired outcomes and benchmark goals every 30, 60 and 90 days.

The CSI site visit serves as an examination of the systems that support and relate to instruction. It serves as the mechanism for examining these systems in place and challenges the LEA and school leadership to increase teacher effectiveness to enhance student learning through professional dialogue. It provides a means by which the PED team members can compile data for feedback to the LEA and school about the practices being implemented to support transformation.

PED team members will also perform desktop monitoring, including but not limited to reviewing and approving reimbursement requests to ensure the alignment of fiscal resources to programmatic needs as identified in the 90-day plan. Additionally, PED team members will monitor the implementation of critical actions within the 90-day plan, and review whether timelines and benchmark goals are met.

The results of these onsite visits and desktop monitoring activities may lead the PED to perform additional monitoring and to provide additional technical assistance and support to ensure that the LEA and CSI school is making progress towards its goals as identified in the 90-day plan.

During these site-visits, the LEA will be required to provide information regarding the leading and lagging indicators (identified by the Priority Schools Bureau). The review of Status Reports and other evaluation data to report on the quality and effect of the implementation of the 90-day plan will also be considered.

At the end site visit and desk top monitoring reviews, the PED team will summarize its findings from the review of implementation of the 90-day plan. The PED will complete a CSI Status Report and sends it to the school principal and superintendent. All status reports, to include a review and analysis of interim data will be posted on the PED website to inform stakeholders of the progress LEA and schools are making in improving academic outcomes for their students.



Due to the high number of schools likely to be identified as CSI, the PED will partner with Regional Education Cooperatives (RECs) and vetted strategic partners to accomplish onsite visits and desktop monitoring to provide targeted support with NM DASH planning, implementation, and monitoring.

#### **Application for Competitive Grants for School Improvement**

LEAs with schools identified as CSI are eligible to apply for additional funding through a competitive grant process to support participation in evidence based school improvement program or innovative school interventions.

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified in Section 4: Accountability, Support, and Improvement, 4.3 State Support and Improvement for Low-Performing Schools) when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program

Tier II level of evidence: on average, participating schools experienced statistically significant improvements in student achievement after completing the program

- Purchasing of innovative school improvement interventions.

LEAs may submit multiple application in response to this RFA, however; only separate and complete applications for each eligible CSI school will be accepted. LEAs will be required to submit a Letter of Intent (LOI) designating the specific identified schools for which applications will be submitted. Identifying the proposed model being proposed for each school (NM DASH Plus, Competitive Grants for School Improvement: school turnaround program or innovative school improvement interventions) is required for the LEA's application to be considered.

For LEAs applying for competitive grants, they are required to attend an Orientation Meeting to review the RFA. As a part of the competitive grant application, LEAs are required to attend a 1-hour "Will and Capacity Interview" with the SEA regarding their application. The PED will host a series of blended learning opportunities to provide an overview and guidance of the requirements for CSI and TSI schools, and to prepare LEAs for the application process.

#### **Competitive Grants for School Improvement: Evidence Based-Interventions**

While some ESSA programs allow the use of all four levels of evidence, Section 1003 requires that Comprehensive School Improvement (CSI) and Targeted School Improvement (TSI) schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
- Moderate: at least one well-designed and well-implemented quasi-experimental study.
- Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

The PED will provide a list of potential evidence-based interventions for school turnaround programs for use in schools identified as CSI choosing to apply for the Competitive Grants for School Improvement. If an LEA and CSI school decide on an intervention outside of the posted PED listing, LEAs must prove that their



selected intervention (including those led by vendors or partners) fall into one of the three ESSA tiers in Category 1 (see table below).

Tiers of Evidence in ESSA			
Category 1: “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.”	Tier 1: “strong evidence from at least 1 well-designed and well-implemented experimental study”	Tier 2: “moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	Tier 3: “promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

### Targeted Support and Improvement Schools

Targeted Support and Improvement (TSI) receive additional targeted support and technical assistance from their respective LEA for three years (or until the school’s exit from TSI or entrance into CSI).

Steps 1-4 of the Six Step Needs Assessment are completed once by the LEA and School to create the Annual Plan. Steps 5-6 comprise the 90-Day Plan which is completed twice in the school year.

- Step 1: Identifying a Core Team
- Step 2: Analyzing Data and Setting Student Achievement Goals through deep data analysis and reflection of qualitative and quantitative factors.
- Student achievement data includes summative, formative and interim assessment data.
- Step 3: Attending to four (4) Focus Areas: Instructional Infrastructure, Data Driven Instruction, Talent Management, and Resource Allocation.
- Step 4: Conducting a Self–Assessment to identify in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge for their struggling schools.
- Step 5: Creating Desired Outcomes and Defining Critical Actions based on the results of the Self-Assessment.
- Step 6: Creating a System for Monitoring Implementation by identifying metrics, feedback and observation structures to determine progress; recording evidence to know that a positive impact is occurring in meeting Critical Actions; adjusting for accelerated progress and/or unanticipated barriers.

Steps 1-4 of the Six Step Needs Assessment develop the LEA and School Annual Plan and are completed once. Steps 5-6 comprise the 90-Day Plan which is completed twice in the school year.

The LEA and TSI and school are responsible for monitoring and implementation of their 90-day plan. The PED will review alignment between LEA plan goals and TSI school plan annually via a desktop review of their NM DASH.

### References

Rand Corporation (2016) School Leadership Interventions under the Every Student Succeeds Act: Evidence Review. Santa Monica, CA. Available or download at: [http://www.rand.org/pubs/research\\_reports/RR1550-2.html](http://www.rand.org/pubs/research_reports/RR1550-2.html)



### **More Rigorous Interventions**

*Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).*

Under New Mexico's previously-approved ESEA waiver, the state committed to the following plan for chronically failing schools: "If after four years of intervention there is not consistent and sustainable growth within a Priority School, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school." At present, New Mexico has schools that fall under this legacy policy: Five elementary schools have earned four straight failing (F) ratings while another thirteen have earned three failing ratings (F) in the last four years. It cannot be ignored that schools in this category have failed generations of kids, and the measures outlined below will be immediately considered for action if approved by USED. The PED will consider school performance in the 2016-17 school year in making determinations about the immediate application of more rigorous interventions.

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*"When schools cannot pull themselves out the "D" or "F" range after three years, a change of administration is a must, and teachers who cannot increase their students' performance must be terminated."*

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Under ESSA, New Mexico is committed to supporting LEAs and their Comprehensive Schools to meet exit criteria in the form of providing additional accountability, progress monitoring tools, evidence-based interventions and additional federal funding and targeted investment opportunities. For those schools identified for comprehensive support that fail to meet exit criteria, as outlined above, within three years, the SEA will require more rigorous interventions for LEAs and their CSI schools. New Mexico is thus taking the opportunity provided by ESSA to further define and explain what is intended under each of the four options for persistently failing schools. After three years of not meeting one of the exit opportunities, LEAs would be required to identify one of the following more rigorous interventions:

- 1) Closure: Close the school and enroll the students who attended that school in other schools in the surrounding area that are higher performing
- 2) Restart: Close the school and reopen it under a charter school operator that has been selected through a rigorous state or local authorizer review process
- 3) Champion & Provide Choice: Champion a range of choices in an open system that focuses on new approaches to learning; one that keeps the individual student(s) at the center of accessing options that best support their learning path. There must be clear evidence that choice has been championed for the impacted students. Choices may include public charter schools, magnet schools, private schools, online learning or homeschooling. This may also include the creation and expansion of state or local school voucher programs.
- 4) Significantly restructure and redesign the vision and systems at a school including extending instructional time, significantly changing staffing to include only educators earning highly effective ratings and above, state-selected curriculum approaches, and/or personalized learning models for all students. This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school's plan.



If the district refuses to identify a more rigorous intervention to participate in, the PED will select the intervention for the school.

### **Periodic Resource Review**

*Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).*

The SEA will address any identified inequities in resources by hosting annual program and budget reviews with any LEA that have Comprehensive and Support and Improvement schools. Academic and non-academic expenditures will be discussed to identify areas where the LEA can leverage funds to address priorities established in school needs assessments and the alignment of existing resources to support improvement efforts.

### **Direct Student Services Opportunity.**

The Every Student Succeeds Act provides states with a unique opportunity to partner with districts to re-think the use of Title I funds to provide innovative approaches directly to educators, families, and students. The PED will provide preference to schools that are classified as either “Comprehensive Support and Improvement” or “Targeted Support and Improvement”. In addition, the PED will align funding opportunities with the broader human capital strategies currently underway at the state level, including programs such as Principals Pursuing Excellence and Teachers Pursuing Excellence, as well as our Title II, Part A strategy of expanding access to great teachers and leaders under the Excellent Educators for All Plan.

New Mexico will focus its Direct Student Services approach primarily on five areas, and will preference (via competitive grant) those that are most aligned to the state’s academic needs, including:

- Extended learning time opportunities for identified students
- AP Course Access through both our virtual platform (IDEAL-NM) and other online course providers
- Other Course Access (CTE, dual credit, credit recovery)
- K-3 Literacy and Mathematics
- Pre-K Services
- Personalized Learning (Linking to Title II and IV funds to support opportunity culture)
- Student transportation (school choice)

## Section 5: Supporting Excellent Educators



### NMTEACH Teacher Evaluations... ARE UP!

- ↑ Highly Effective and Exemplary teachers have increased by 30% since 2014
- ↑ In the 2015-2016 school year, New Mexico saved \$3.6 Million dollars in substitute teacher costs

*Last year, students received 400,000 more hours of class time with their teacher*

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

New Mexico's operational design is to improve the educator profession to improve the opportunities to all students regardless of their background. The focus of increasing educator effectiveness is has demonstrated not only short term improvements for students, but the impact of just one GREAT teacher in a single school year can have lifelong benefits for a student.



Source: Chetty, Friedman, and Rockoff. "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." NBER, 2012.

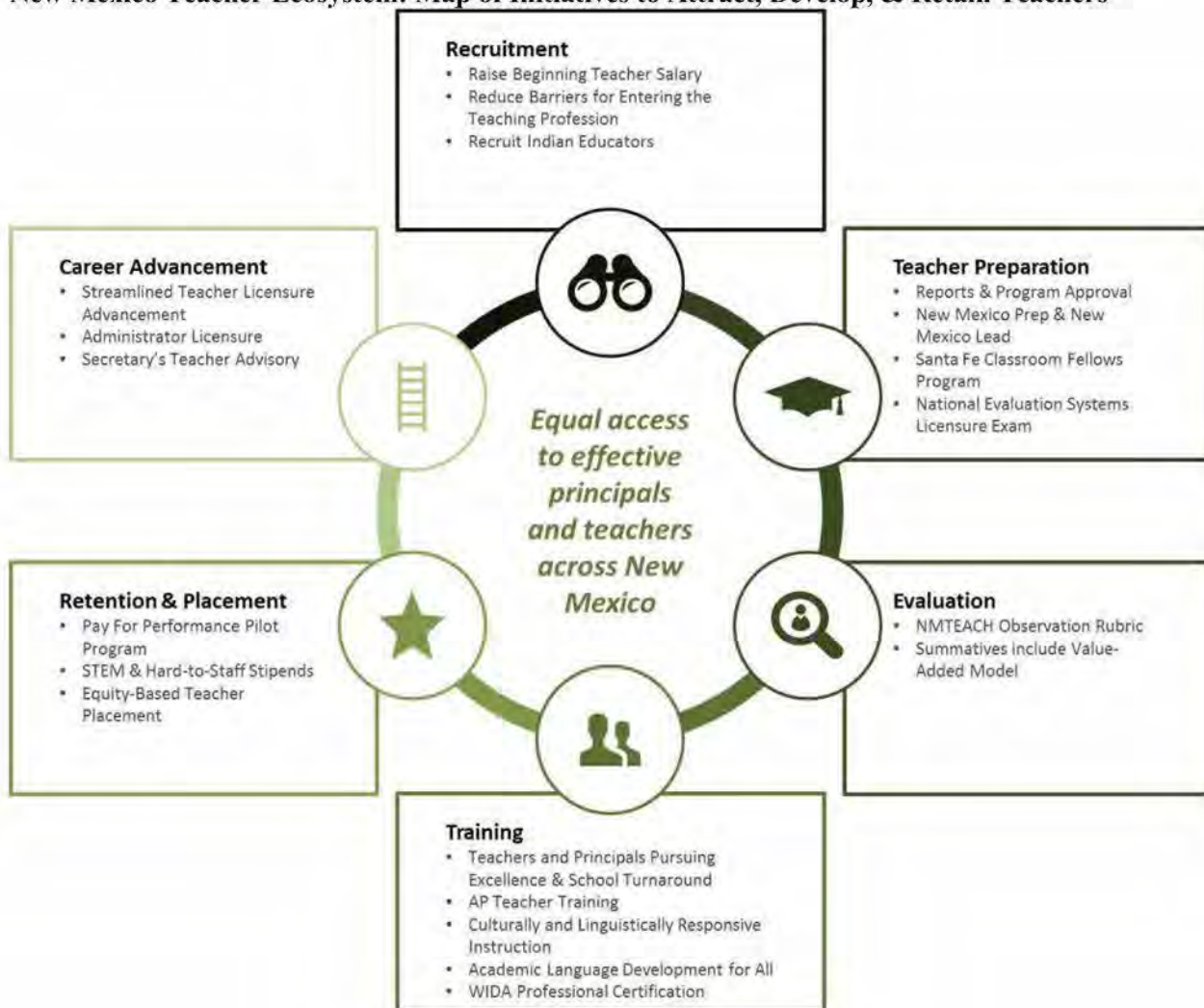
Source: Chetty et al., 2011. Analysis of 20 years of data on **2.5 million students** in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.

Understanding the profound impact teachers have on students, New Mexico has engaged in groundbreaking work to recognize, develop, and support excellent educators during the past six years. New Mexico has



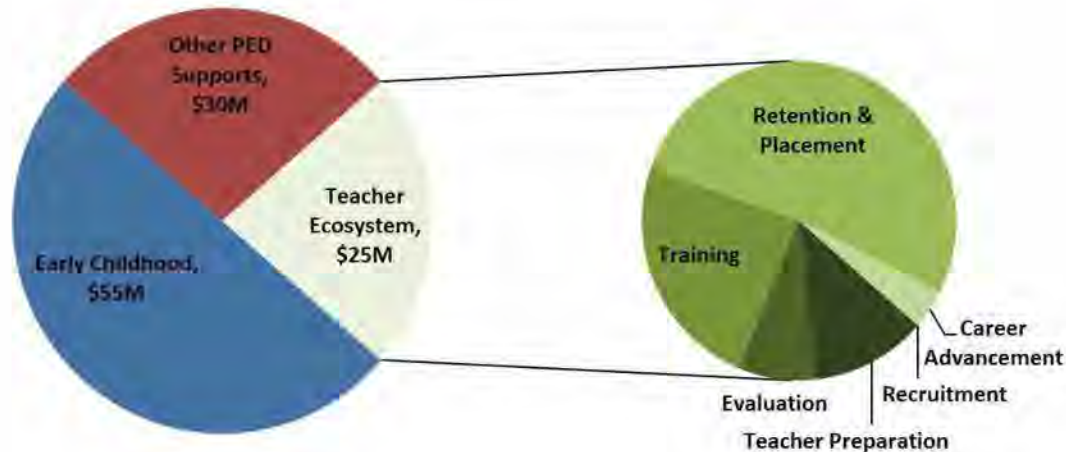
deployed the following theory of action to enhance the professional expectations and performance of teachers and school leaders.

### New Mexico Teacher Ecosystem: Map of Initiatives to Attract, Develop, & Retain Teachers



*"Again, the number one way to support all students is to provide the best teachers and school administrators available to work with them."*

## Targeted State Funding Opportunities 2015-2016



New Mexico makes significant investments in state dollars to teacher support systems. Of targeted funding opportunity, which is developed by the PED in conjunction with the state legislature, 23% is used on initiatives that support teacher support systems.

**A. Certification and Licensure Systems.** *Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?*

- ☒ Yes. If yes, provide a description of the systems for certification and licensure below.  
☐ No.

The PED will use Title II State Activity funding to support New Mexico's Three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers. The three-tier licensure system creates statutory minimum salaries for teachers at each tier. Level I teachers must advance to level II to maintain licensure within New Mexico. We continue to support the implementation of the three-tier system through the NMTEACH effectiveness system by annual training for principals and teachers. In addition to supporting our licensure system, and enhancing our New Mexico Educator Preparation Accountability School Report Card, Title II, Part A allows for SEAs to reserve an additional amount for activities for principals and other school leaders.

The PED will continue to leverage Title II, Part A funds to fully implement the New Mexico Educator Equity Plan. The plan examines the access student subgroups have to effective educators by leveraging information from the NMTEACH system, explores the root causes of found inequities, and lays out a portfolio of strategies aimed at closing equity gaps. The plan outlines four root causes: 1) teacher preparation, 2) cultural competency, 3) recruiting and retaining effective teachers, and 4) mentorship and



professional development.<sup>1</sup> It then outlines the 14 strategies the PED is engaging in to close these equity gaps. Most of these strategies are included in the teacher ecosystem.

Since the inception of the NMTEACH educator evaluation system, the PED has engaged principals and district-level administrators annually in training and calibration. During these meetings, stakeholders have continually presented concerns about the readiness of new teachers and principals to the field. In the 2011, the New Mexico Effective Teacher Taskforce explored areas for improving the recruitment and retention of teachers, making recommendations to transform educational preparation programs through innovative recruitment, higher standards for entrance into a program, and revamped preparation programs that meet the needs of a 21<sup>st</sup> century classroom.

In meeting the requests of New Mexico stakeholders, the PED will apply the additional allowable funding to improving principal certification and training within the NMTEACH system, establishing innovative principal and school leader programs, and enhancing accountability for existing principal and school leader programs.

**B. Educator Preparation Program Strategies.** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

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*"The strength of NM's education system rests on the strength of its teachers! Developing teacher leaders is a high priority."*

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PED intends to reserve the additional 3% of Title II, Part A to support innovative teacher and school leader preparation programs that engage research-evidenced practices to focus on producing teachers that are *DAY 1* ready for the classroom.

PED is committed to ensuring that all of its PK-12 students have access to an effective teacher. To achieve this goal, the PED has pursued a web of interrelated strategies within the teacher ecosystem aimed at improving teacher recruitment, preparation, evaluation, placement and retention. These strategies include:

**Recruitment:** The PED fought in past executive budget recommendations to increase starting teachers' salaries. Since 2013, the beginning teacher salary has increased by 13%, from \$30,000 to \$34,000. This has helped make New Mexico more competitive for teaching talent with its neighboring states. The PED has also significantly reduced the barriers to entering into the teaching profession by streamlining the licensure process for alternatively-licensed level 1 teachers to advance

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<sup>1</sup> <http://ped.state.nm.us/ped/PolicyDocs/NM.Educator.Equity.Plan.FINAL.pdf>



their licensure with fewer years of classroom experience and decreasing the amount of necessary college credits needed in specific areas of study.

**Preparation:** The department, in conjunction with higher education partners across the state, developed new teacher and administrator preparation programs that focus on practice-based training for teachers and administrators. The PED also adopted the NES licensure exams, which-increased the rigor of our licensure exams from an 8<sup>th</sup> grade level to a college level.

**Evaluation:** The PED implemented the NMTEACH evaluation system. NMTEACH is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal. In 2016, the NMTEACH system identified more highly effective and exemplary teachers than ever before and saved districts over \$3 million in substitute teacher cost savings.

In response to stakeholder feedback on NMTEACH, Governor Susana Martinez announced on April 2<sup>nd</sup> that changes would be made by the PED to the teacher evaluation system. The revisions reduced the proportion of the system rooted in student achievement growth and doubled the number of teacher absences allowed before absences impact a summative rating.

**Placement and retention:** The PED has instituted the Pay for Performance Pilot program. The program allows districts and charters to design local compensation systems to reward school-based staff for their effectiveness in order to retain high performers. Awards were increased for teachers in hard-to-staff subject areas and schools. The Department also offered STEM and hard-to-staff stipends for teachers in hard-to-staff subject areas and schools.

In support of improved educator preparation, the PED has developed a new, more coherent approach to the Quality Review of Educator Preparation Programs (EPPs), which draws on both national best practices and New Mexico's unique priorities. By setting clear expectations for high-value program elements, the PED seeks to position EPPs and support their efforts to raise the bar of teacher preparation and to improve the quality of new teachers entering New Mexico's schools.

Changes in the national and state context present the PED with a high-impact opportunity to improve its existing EPP review process. Key trends and challenges in the U.S. education sector that require more agile and effective EPP review processes include increasing demand for effective teachers, decreasing enrollment in EPPs, the emergence of online and alternative certification processes, pedagogical and technological advancements, and recent changes in the direction of federal regulation.

Currently, New Mexico faces challenges in recruiting and retaining high-quality teachers and gaps in the quality of teacher preparation. The size and quality of the teacher pool have been stagnant, and the teaching workforce is not yet representative of the diversity of the state. New Mexico's less densely populated districts, which serve a majority of its students and have the greatest difficulty attracting teachers, have little extra capacity to create and implement the talent strategies needed to attract strong teachers. Although New Mexico's EPPs play a central role in addressing these problems, many of their graduates are not fully prepared to teach the 21st century skills and knowledge that our elementary and secondary students will need to thrive as adults. Further, limited access to data on EPPs and their graduates has inhibited understanding of which programs or approaches consistently produce highly effective teachers.



We are drafting a manual that will describe the revised EPP Quality Review process and the methodology used to develop the review framework. The framework has four key components—(1) Curriculum Design and Delivery, (2) Clinical Practice, (3) Candidate Quality, and (4) Continuous Improvement—as well as Program Impact, which measures the other components’ integrated long-term result.

The Quality Review process is part of a larger effort by the PED to develop an overall educator preparation accountability system, which will also include new EPP Report Cards. The Report Cards will provide quantitative data on program characteristics, candidate outcomes, employment outcomes, and the student learning outcomes ultimately achieved by EPPs’ graduates. The Quality Review process will generate complementary qualitative feedback, providing EPPs with more information on where they are on track to preparing teachers to achieve these outcomes and where EPPs should focus improvement efforts. Combined, the two evaluation strategies can drive improvement in EPPs’ development of Day-One Ready teachers, who will in turn prepare the state’s PK-12 students for success in college and careers.

Improving educational outcomes in New Mexico requires highly effective and exemplary teachers. The student population is high-need, encompassing different cultures and linguistic backgrounds. Average achievement levels among the state’s children are not yet competitive with those in most other states. Without a doubt, New Mexico’s students need and deserve the very best educators.

The revised EPP Quality Review process for New Mexico described here is one component of the PED’s larger effort to enhance the state’s teacher ecosystem. Currently, the state has 17 EPPs, including both traditional and alternative certification programs. These programs variously operate at the undergraduate or graduate level; offer in-person, online, or blended learning models; and provide traditional or alternative paths to certification. The goal of the revised Quality Review process is to incentivize and support the development of high-quality teachers by all 17 EPPs through processes that, while applicable to all, take into account the contexts and constraints of different kinds of programs. The process thus is designed to be broadly applicable across all types of EPPs, yet flexible enough to fit the design and needs of each and to support both provider- and program-level reviews.

Accompanying the new Quality Review process will be the Teacher Preparation Report Card. The report will serve as a reflection of how teachers perform in the classroom after they leave their EPP, and will drive continuous improvement and accountability of teacher preparation programs by providing transparent program data from the NMTEACH evaluation system. These reports will be both accessible to the public and to the preparation programs, and will be rooted in EPP graduate performance in the classroom. Further, additional information will be shared with the preparation programs for them to utilize in furthering their own program development.

Title II, Part A funds will also be used to establish longer clinical residencies for participants in traditional EPPs. The PED plans to move towards requiring teacher preparation programs to have at least a year-long clinical residency while also piloting new methods of preparing alternative-route teachers that are more aligned with current classroom practice. By increasing the focus on classroom practice as the core of teacher preparation, the Department expects to better prepare new classroom teachers to be day one ready.

**C. Educator Growth and Development Systems.** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*



- ☒ Yes. If yes, provide a description of the educator growth and development systems below.  
☐ No.

In the past six years, PED has worked to establish a network of supports to teachers that Equip, Empower, and Champion the teaching profession, with an emphasis on improving student outcomes.

New Mexico Schools are improving because of the work of teachers and principals across New Mexico and the direct supports PED continues to invest in education.

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*"NM has recently really developed teacher leadership opportunities, which is great. We need to develop a stronger support system for struggling teachers that is supported across the board."*

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## Teacher Supports Equip. Empower. Champion.



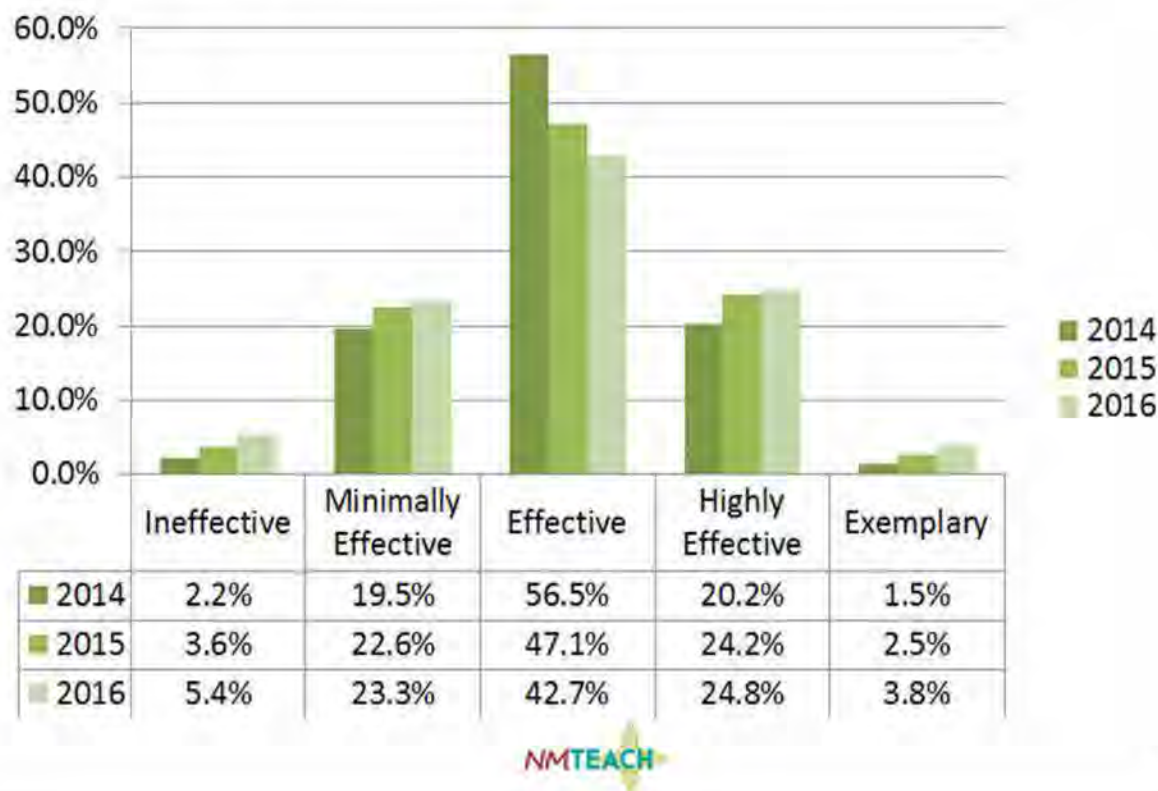
The NMTEACH development system is a multiple measure evaluation and support system that enhances the ability of school leaders to provide strategic and direct support to teachers depending on the NMTEACH effectiveness rating. New Mexico has developed a model of support in various districts that trains and guides district teams in the area of professional development support for teachers within struggling schools with mentorship from high performing teachers within the same district. Teachers Pursuing Excellence (TPE) has resulted in the improvement of teachers from the lowest tier of effectiveness rating to the next tier up or in some cases a two tier increase. The increase in teacher performance is mirrored by an increase in overall student achievement. TPE schools improved proficiency rates for their students in PARCC English language arts by 4.5 times the rate of statewide



growth and 2.7 times the statewide growth rate in mathematics. New Mexico will continue to support this effort of targeted and strategic professional development for teachers and school leaders.

New Mexico has required districts to support the induction of new teachers since 2003. The NMTEACH development system has a uniform method for supporting new and veteran teachers by using objective outcome data, rigorous observation and feedback protocol, and continuous improvement to ensure focus to the instructional needs of new teachers.

In the three years of implementation, NMTEACH has realized some improvement in teacher performance as shown in the graphic below.



Using NMTEACH as a framework for improvement, PED will continue to use Title II funds to continue with these successful interventions to grow and develop educators:

- The Principals Pursuing Excellence program educates and empowers principals to practice leadership behaviors that drive significant gains in student achievement. This two-year leadership development program leverages a turnaround mentor work with principals in struggling schools. Participants in the program saw their schools improve more than three times the average school in the state in English language arts, and 1.7 times higher in mathematics.
- The Teachers Pursuing Excellence Program, which is modeled after Principals Pursuing Excellence, provides mentorship and training to minimally effective and ineffective teachers to help them become more effective in the classroom. Participants in this program saw their English language arts scores

increase 4.5 times the statewide average growth and their math scores improve by 2.7 times the state average.

- AP teacher training has been instituted in partnership with the College Board. The training, which occurs in the summer, trains more teachers to be able to offer rigorous AP courses in the schools. This training has allowed AP participation to skyrocket in the state: in 2016, New Mexico ranked 2<sup>nd</sup> in the nation for year-to-year growth in both students taking AP exams, and 4<sup>th</sup> in the nation in AP access for low-income students.
- The PED streamlined the licensure process for alternatively-licensed level 1 teachers new to advance their licensure with fewer years of classroom experience. Prior to this change, new alternatively-licensed teachers took 4-7 years to earn a licensure advancement. Now it takes as little as three years.
- The PED streamlined the process for alternatively licensed individuals to advance their provisional licenses by using the effectiveness ratings of the NMTEACH system. Now alternative licensed teachers can advance to level 2 professional licensure by demonstrating effective instruction and outcomes with students.
- The PED streamlined all advancement for teachers from level 1 to 2 and level 2 to 3, by allowing effective or better teachers to advance their licenses using their NMTEACH evaluation to demonstrate meeting the appropriate statutory requirements. This process is now job-embedded and less costly to the teacher (from \$320 to \$95) for advancement.
- In 2015, the PED, in conjunction with the legislature, passed legislation cutting the amount of experience a teacher needs to qualify for and administrators license in half. Teachers now need just three years of experience to qualify – creating the potential to dramatically increase the state’s pool of administrators.
- New Mexico has implemented Hard to Staff and Pay for Performance funding that is directly linked to effectiveness ratings of teachers using the NMTEACH system. In 2016, nearly 1,300 teachers received awards for their effectiveness in the classroom, across more than a dozen districts and charter schools.
- In 2015, the PED implemented the Secretary’s Teacher Advisory Council. This council was established with membership from districts across New Mexico to promote teacher voice and make recommendations to the Secretary of Education in New Mexico on policy issues within public schools.
- In 2016, the PED established the Annual Teacher Leader Summit, providing authentic professional development and policy experiences for classroom teachers across New Mexico. The inaugural summit attracted 300 teachers. The second annual summit is anticipated to attract 1,000 teachers in 2017.
- In 2016-2017, the PED established the New Mexico Teacher Leadership Network. This network is comprised of teachers from across New Mexico to develop leadership skills and advocate, inform and teach colleagues in their respective regions on policies and strategies to create systemic improvements in public education.
- To best prepare new teachers for the rigors of providing exceptional instruction to students, the PED will overhaul mentorship requirements for all first year teachers. Currently provided for in state



statute, mentorship varies greatly across the state and does not always reflect best practice. A new administrative rule will bring expectations for mentorship in line with best practice and leverage the NMTEACH system to provide for expanded developmental experiences for new teachers.

As New Mexico continues to improve the NMTEACH system, its training, and the efficacy of reporting the results, we have already yielded strong improvements in many outcomes of these initiatives. Graduation rates, school grades, PARCC results have all improved. All of these improvements have also resulted in an overall increase of effectiveness of teachers in New Mexico. Since 2014, highly-effective and exemplary teachers have increased by 30%.

## 5.2 Equip, Empower, and Champion Educators

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

### A. Resources to Support State-level Strategies.

*Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:*

- i. *Increase student achievement consistent with the challenging State academic standards;*
- ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
- iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

i. According to RAND, “When it comes to student performance..., a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.” New Mexico’s focus of Title II, Part A funds is focused on improving the effectiveness of teachers and the access to effective teachers for all students in New Mexico. Providing access of students to teachers that are demonstrating success implementing the Common Core State Standards is a primary focus.

ii. NMTEACH professional development will continue to be required for purposes of identifying teacher and principal quality. New Mexico will continue to employ the NMTEACH evaluation training and calibration. This training process requires principals to review data relevant to their school settings, assess areas of need, and requires administrative teams to create action plans to improve teacher effectiveness by identifying strategic professional development and support for teachers. Additionally, principals are calibrated to identify effective teaching practices for purposes of assessing their own teachers, as well as providing feedback.

iii. New Mexico is seeking to improve the percentage of students being taught by effective or better teachers and principals using differentiated compensation systems for each level of effective, highly effective, and exemplary teachers.

iv. Prior federal law focused on teacher quality as measured by front-end qualifications. Specifically, the No Child Left Behind Act specified that a Highly-Qualified Teacher is to have either passed a content area exam or possess a minimum of 24 semester hours in the content area of choice. A teacher could also attain the status of nationally board certified.



Over the course of the last decade, however, research as well as popular thinking has shifted considerably, with a vast majority considering the inputs or credentials associated with the highly qualified status as an insufficient measure of teacher quality. As noted in several contemporary research journals, qualifications only weakly predict how teachers will do in the classroom (USDE, 2009; Buddin & Zamaro, 2009; Rivkin, Hanushek, & Kain, 2005).

The American Institutes for Research (2011) underscore this shift in orientation in *Reauthorizing the ESEA*, and note that discussions among policy makers and practitioners in education focuses on the highly effective teacher or HET. This shift to the HET takes into account both the inputs or teacher credentials, and the outcomes or student achievement (American Institutes for Research, 2011). They define an effective teacher as one whose students achieve an acceptable rate, i.e., at least one grade level in an academic year (American Institutes for Research, 2011: 5).

Given the wealth of contemporary research, coupled with the fact that the U.S. Department of Education has called upon states to share strategies that improve teacher effectiveness and ultimately enhance student academic achievement, the PED has operationalized a bold plan that emphasizes educator effectiveness over the highly qualified credentialing.

New Mexico's classroom teachers continued pushing for revisions through extensive research and NM teacher survey data after an unsuccessful legislative strategy to lower the weight of achievement growth and raise the weight of classroom observations. The PED engaged deeply with educators around data and ongoing consultation and jointly announced a plan for a revised system in early April 2017. The Department has decreased the weight of student growth by fifteen percent and increased the weight of teacher observations by fifteen percent. Additionally, the department doubled the number of teacher absences exempted within NMTEACH from three to six. The PED's actions are in direct response to feedback heard from stakeholders across the state, and formalized by Teach Plus, a group of teacher policy fellows. In addition to these recommended changes, teachers requested a sustainability clause for these revisions, for a minimum of five years.

In addition, the PED launched the Secretary's Teacher Advisory (STA) last year, which convenes regularly via both conference call and in-person meetings. Teachers from across the state are represented, as are teachers from different grades, subject areas, and backgrounds. To-date the STA has advised the PED on topics ranging from teacher-leadership opportunities to student assessment approaches to school accountability revisions. STA members played a major role in the state's first Teacher Summit in 2016, and weighed-in on the state's ESSA plan.

NMTEACH is now in its fourth full year of implementation and is yielding promising results that are consistent with the research-base. Drawing upon the research cited above, the NMTEACH Educator Effectiveness System is comprised of three categories: observations, locally adopted multiple measures such as student and teacher surveys, and improved student achievement as measured through standards based assessment(s).

As such, schools and districts:

1. Base evaluation measures on the performance of the students in the classroom;
2. Include the following multiple measures of effectiveness:
  - a. 35% student achievement growth
  - b. 40% classroom observations
  - c. 15% additional measures (attendance, surveys)
  - d. Note: NM-PED has pursued legislation that would modify NMTEACH based upon stakeholder feedback during the community tour.



- e. For more on the pillars of this legislative proposal see PED's initial response to stakeholder feedback in January 2017: <http://ped.state.nm.us/ped/ESSA.html>
3. Differentiate among five performance levels
    - a. Exemplary (meets competency)
    - b. Highly Effective (meets competency)
    - c. Effective (meets competency)
    - d. Minimally Effective (does not meet competency)
    - e. Ineffective (does not meet competency)

New Mexico is developing high-performing teachers based on meaningful interaction with students in the classroom, and not merely focusing on one's background credentials. The state has rapidly moving away from what Weisberg, Sexton, Mulhern and Keeling termed the "widget effect" in their report issued almost a decade ago (Weisberg, Sexton, Mulhern & Keeling, 2009): <http://tnp.org/publications/view/evaluation-and-development/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

Data emerging from the Educator Effectiveness System is beneficial from a multifaceted perspective, benefitting all stakeholders including the students, the teachers, district leadership and the PED. For teachers earning minimally effective and ineffective ratings, district leadership will develop professional growth plans that may include additional classroom observations, mentorship and guidance materials to improve classroom instruction. This information permits the LEAs to better allocate resources to improve teacher performance, and ultimately student achievement. The information also allows the PED to redirect its state and federal resources, identifying for example, targeted professional development sessions that meaningfully impact deficits in teacher attitudes, skills and knowledge using Title II funding. NMTEACH acknowledges and rewards exemplary and highly effective teachers through both salary and enhanced professional growth opportunities.

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## **B. Skills to Address Specific Learning Needs.**

*Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

### **Academic Language Development for All (ALD4ALL)**

In 2013, the PED established a comprehensive training for teachers and administrators to improve the academic and language learning outcomes of ELs and culturally and linguistically diverse (CLD) students within 12 district or tribally controlled schools. This ALD4ALL project was a comprehensive effort to meet the following objectives:

- Identification of effective schools serving bilingual multicultural education programs serving CLD students and EL students.
- Identification and dissemination of effective practices that increase student outcomes.
- Development of further professional learning opportunities that scales successful strategies.
- Adoption of rigorous standards and aligned assessments in languages other than English.
- Adoption of the New Mexico seal of bilingualism and biliteracy, including the development of state regulation and guidance to promote multilingualism across the state.

### **Culturally and Linguistically Responsive Instruction**

In both the 2015 and 2016 school years, the PED sponsored training for Culturally and Linguistically Responsive Instruction (CLRI). CLRI was initiated as statewide conference in 2015 and transitioned to professional learning opportunity for teams of educators interested in transforming their schools into culturally and linguistically responsive learning environments that better engage all students—including Native American students and ELs—for learning. Funding shortfalls did not allow for the continuance of the program in 2017. The PED will continue to look for opportunities to resume CLRI programming.



- The PED hosted its first Culturally and Linguistically Responsive Instruction Conference in Albuquerque in late May 2015 which was attended by over 250 educators from across state.
  - Teams were required to submit an application demonstrating how they would create buy-in, participate fully in all trainings, submit action plans and keep track of progress towards goals.
  - Over 120 educators organized into 22 teams participated
  - Teams represented the geographic and linguistic diversity of the state, with several teams representing schools and districts serving Native American students
  - The training series consisted of five days of training over the course of the 2015-2016 school year;
  - As teams built their own capacity, they submitted presentation proposals for the last training session. Eight exemplary teams were selected to share their progress on the implementation of the professional development received and gave updates as well as elaborated on their next steps for executing their action plans.

As part of New Mexico's continued effort to improve the quality of instruction in the classroom, the NMTEACH system is utilized to enhance the leadership practices of building administrators, as well as enhance the feedback and professional development received by teachers.

The NMTEACH system recognizes that shifts, and particularly improvement, in instructional quality are dependent on the quality of instructional leadership and targeted interventions provided to teachers. Creating quality, systemic, and individualized professional development opportunities is dependent on school leaders having access to performance data on individual teachers and utilizing it in a targeted manner.

In order to develop school administrators' instructional leadership skills, NMTEACH requires the following of principals on an annual basis:

- Completion of annual NMTEACH Observation Protocol training.
- A passing score on an annual assessment to ensure accuracy and reliability with NMTEACH protocol
- Annual calibration visits to enhance interrater reliability within schools and districts
- Annual feedback training that focuses on using multiple data sources for providing actionable feedback to teachers

Not only does New Mexico use the NMTEACH system to support the improved leadership of school leadership in changing instructional practices, based on feedback from teachers and districts, we are establishing teacher leadership networks that will enhance training, communities of practice, and outreach to all teachers.

New Mexico has developed standards and training to address instructional methods that meet that meet the culturally and linguistically diverse needs of the students in our state. This is provided directly to teachers to enhance pedagogy and ultimately outcomes of students.

In the coming months, every school in New Mexico will have a teacher leader that has demonstrated outcomes with student achievement as a teacher leader that has direct access to PED. These teachers will receive direct training and support from PED to take back to their local schools and districts.



### 5.3 Excellent Educators for All

#### **Definitions.**

*Provide the SEA's different definitions, using distinct criteria, for the following key terms:*

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A New Mexico teacher earning an "Ineffective" rating on the NMTEACH evaluation system and/or one that earns student growth ratings in the bottom decile statewide
Out-of-field teacher*+	Teachers that do not meet the licensure/endorsement requirements and are teaching content on a waiver of qualifications. Waivers are only allowed for teachers that meet an effective or better evaluation on their NMTEACH evaluation.
Inexperienced teacher*+	A teacher who has been in the field for 3 years or less
Low-income student	Students classified as Title 1 eligible
Minority student	All students other than Caucasian

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

#### **Rates and Differences in Rates**

*In Appendix P, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.*

#### **Public Reporting.**

*Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):*

- The rates and differences in rates calculated in 5.3.B;*
- The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;*
- The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and*
- The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.*

[http://ped.state.nm.us/ped/Title2\\_index.html](http://ped.state.nm.us/ped/Title2_index.html)

**Likely Causes of Most Significant Differences.** *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

Educator Equity Differences appear to be evident among the following subgroups: Low-income and non-low-income, minority and non-minority, EL and non-EL, and SPED and non-SPED. The differences for all groups are apparent for come from four causes: poor school leadership, lockstep compensation



systems, and poor quality mentorship/induction. Equity differences are reflected between districts, within districts, and within schools.

New Mexico continues to have an average pupil to teacher ratio of about 16 to 1. Districts continue to be slow to implement equity-based scheduling that ensures underserved/at-risk are prioritized in educational opportunities. Using the NMTEACH effectiveness ratings, along with state-initiated innovations to staffing that include Hard-to-Staff funding and HQT flexibility approved by USED in 2015, New Mexico provides districts with tools that will help districts establish greater access to equitable instructional delivery. By using the aforementioned resources, New Mexico will require districts and schools to improve this access within schools and districts.

New Mexico is also establishing more rigorous standards for educator preparation programs to establish day one ready classroom teachers after completing programs. This standard will include measuring the effectiveness of the educator preparation program in providing a pipeline of teachers to serve the needs of districts and schools.

**Identification of Strategies.** *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

- v. *Designed to address the likely causes of the most significant differences identified in 5.3.D and*
- vi. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.*

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Poor School leadership	Create Human Capital Handbook as guidance for districts (Title II – August 2017)
Lockstep Compensation Systems	Differentiated Compensation systems (State Grants Title II- 2017-2018) to serve in Hard to Staff areas
Poor Quality Mentorship/Induction	Develop framework for mentorship/Aligned with Teacher Effectiveness ratings (Title II- 2016-2017)
Recruitment and Retention in schools, courses, districts with higher at-risk factors	Pay for Performance (State grants and Title II- 2016-2017)

**Timelines and Interim Targets.** *If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.*

The PED has established a three-year timeline to eliminate the opportunity gaps between the underserved populations identified in 5.3. B. In targeting the 2019-2020 school year, the PED has divided the overall goal into three annual targets.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Low Income students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
Minority students being	August 2020	2017-2018-4%, 2018-2019-

served by ineffective teachers		3.1%, 2019-2020-2.4%
EL students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
Students with Disabilities being served by ineffective teachers	August 2019	2017-2018-3%, 2018-2019-2.5%



## Section 6: Supporting All Students

### Advanced Placement... IS UP!



- ▲ NM ranked #2 nationally, for percent growth in students taking AP exams
- ▲ NM ranked #2 nationally, for percent growth of exams taken
- ▲ NM ranked #4 nationally, for providing access to low income students
- ▲ The number of students taking AP exams has increased by 90% since 2010

*Students and families saving as much as \$3.55 Million in college tuition costs*

#### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions:* When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
  - Lowest-achieving students;
  - English learners;
  - Children with disabilities;
  - Children and youth in foster care;
  - Migratory children, including preschool migratory children and migratory children who have dropped out of school;
  - Homeless children and youths;
  - Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
  - Immigrant children and youth;
  - Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
  - American Indian and Alaska Native students.
- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.



New Mexico's strategic levers are focused on supporting all New Mexico students throughout their K-12 education and beyond to become productive citizens of the State, and work to ensure all students are college and career ready by the time they graduate.

Each strategic lever includes a number of strategies and metrics of success that thread their way among all of the levers to support the academic and non-academic needs of all students. These strategies focus on a number of at-risk subgroups of students; students in poverty, our lowest achieving students, English learners, students with disabilities, students in foster care, students who are considered homeless, neglected or delinquent youth, students from migratory families, immigrant students and American Indian students.

All students and families, regardless of their socio-economic status, experience multiple transitions throughout the students' educational experience. These transitions, preschool/prekindergarten to kindergarten, elementary school to middle school, middle school to high school and high school to college career each come with their own set of challenges. Overcoming these challenges is the key to improved student achievement and success.

The chart below depicts New Mexico's 2015-2016 English Language Arts and mathematics PARCC proficient or above data at key educational transition points for all students and specific subgroups of students. These data suggest that a significant achievement gap exists among these subgroups and that effective strategies need to be developed to overcome these gaps and give these students the opportunities they deserve to succeed.

Subject	Grade	% All students	% Students with Disabilities	% English Learners	% Economically Disadvantaged
English Language Arts	3	25.43	8.18	16.15	20.28
Math	3	30.33	11.23	15.74	24.42
English Language Arts	6	24.24	4.49	4.84	17.55
Math	6	20.11	6.06	3.95	14.22
English Language Arts	8	25.78	4.45	5.16	19.08



Math	8	11.78	5.06	2.29	9.92
English Language Arts	High School	34.17	7.49	4.36	25.43
Math	High School	16.86	5.35	3.18	10.71

*Source: Consolidated State Performance Report*

Following research-based best practices, the PED will develop and implement a number of approaches, utilizing funding from various sources, to support students and families through their educational transitions. These approaches will decrease the risk of students dropping out of school by encouraging school districts and charter schools to prioritize funding and high quality programs to those students most at-risk, and develop and implement appropriate learning and teaching practices. The PED will provide high-quality technical assistance and training for school districts and charter schools on the appropriate and allowable use of federal funds to properly use the funds for new and innovative educational practices that lead to improved student performance, particularly for those students considered to be “at-risk”.

### **PRESCHOOL/PRE-KINDERGARTEN TO KINDERGARTEN TRANSITION**

Through the work of the PED and a number of stakeholders, the New Mexico Early Learning Guidelines were developed for children ages 0-5.

(<http://ped.state.nm.us/ped/LiteracyDocs/PreK/FINAL,%20ELG%202014,%207-28-14.pdf>). These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child’s progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their k-12 education.

Data for preschool students with disabilities in the areas of positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication) and use of appropriate behaviors to meet their needs from the 2015-16 school year are highlighted below. It is important to note that while a large number of students with disabilities exited the preschool/prekindergarten program performing at age expectations, a substantial percentage remain below age expectation even after progressing through the program.

Domain	% of preschool students with disabilities who entered or exited the preschool program below age expectation who substantially increased their rate of growth by the time they turned age 6 or exited the program	% of preschool students with disabilities who were functioning within age expectations by the time they turned age 6 or exited the program
Positive social-emotional skills	78.41%	54.33%
Acquisition and use of knowledge	77.68%	49.89%
Use of appropriate behaviors to	78.37%	62.33%



meet their needs		
NOTE: Total will not equal 100% because of overlaps in the rating instrument.		

*Source: New Mexico Annual Performance Report, Indicator 7 preschool outcomes*

Some of the key factors that may be influencing this disparity is the large number of students with disabilities that receive special education and related services in settings other than the regular classroom. For the 2015-16 school year, 43.86% of preschool students with disabilities received the majority of special education and related services in the regular early childhood program while 42.26% of preschool students with disabilities received special education and related services in a separate special education class, separate school or residential facility. The performance of these students is reflected in the large number of students with disabilities that remain below age expectations after completing a preschool/prekindergarten program, making the argument that providing services to students with disabilities in classrooms with typically developing peers is more beneficial to improved student performance.

New Mexico PreK is a statewide, voluntary preschool program jointly administered by the PED and the Children, Youth, and Families Department available to children who have reached their fourth birthday by September 1<sup>st</sup>. The purpose of the PreK program is to ensure every child in New Mexico has the opportunity to attend a high quality early childhood education program before entering kindergarten. The purpose of the New Mexico PreK program is to:

- 1) Increase access to voluntary high-quality pre-kindergarten programs
- 2) Provide developmentally appropriate activities for New Mexico children
- 3) Expand early childhood community capacity
- 4) Support linguistically and culturally appropriate curriculum
- 5) Focus on school readiness

To support a high quality prekindergarten program, the New Mexico Race to the Top Early Learning Challenge grant supported New Mexico in developing the Essential Elements of Quality, FOCUS, for state funded preschool programs, including Pre-K, special education preschool and Title I preschool programs. This resulted in New Mexico raising the bar and expectations for all early childhood programs in New Mexico, ensuring more students are ready for kindergarten ([http://ped.state.nm.us/ped/LiteracyDocs/PreK/Preschool\\_FOCUS\\_11-21-16.pdf](http://ped.state.nm.us/ped/LiteracyDocs/PreK/Preschool_FOCUS_11-21-16.pdf).) In order to ensure our students with disabilities receive the maximum benefit from these programs and are given the opportunity to transition into kindergarten, ready to learn, it is important that they participate alongside their non-disabled peers.

In order to assess the benefit of early childhood programs like prekindergarten and ensure students entering kindergarten are ready to learn, the PED has developed an observation-based assessment tool that is used as children enter kindergarten. This improved tool works off a similar instrument, the New Mexico PreK Observational Assessment, used for the last seven years to inform PreK teachers in the development of curriculum and planning for their students. The new assessment, the Kindergarten Observation Tool (KOT) incorporates many elements of the New Mexico PreK Observational Assessment, is aligned with assessments used once students move into kindergarten and is well positioned to provide better information to support children, families and teachers as students transition from early childhood programs to kindergarten including common measures, benchmarks and terminology.

Teachers use a rubric rating system in the KOT to observe student behaviors and skills in the natural



classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs. The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning

The PED will utilize the competencies outlined in the NMTEACH principal evaluation to lead Pre-Grade 3 learning in professional development and guidance for local education agencies.

PED's vision is that every child experiences a high-quality education, every day and every year and will provide guidance to districts to implement a seamless continuum of highly effective learning.

Stakeholders at ESSA regional community meetings reported that expansions of early childhood education are working well and that schools are more prepared to support younger students and students are better prepared for elementary school. Stakeholders recommend that access to preschool programs be expanded to all communities.

In response to stakeholder feedback, the PED will continue to provide collaborative technical assistance (Special Education/Title I/Literacy Bureaus) for LEAs on how to expand preschool programs through the allowable use and in combination with federal and state funds.

## **ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS**

The transition from elementary school to middle is one of the most crucial transitions in a student's experience. How this transition is prepared for and executed is critical to ensure future student success, as the number of students that arrive at middle school underprepared is significant.

In order for students to be prepared for this transition it is critical that proper academic preparation take place. To support this need for better preparedness, New Mexico's K-3 Plus program is in place to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for grades K-3 by 25 instructional days and is prioritized to those schools with high percentages of students in poverty and chronically failing schools.

Identifying students with issues that negatively affect their ability to learn is a priority for all schools. The earlier a student is identified the more effective interventions are. To leverage this best practice, New Mexico has developed a Response to Intervention Framework (RtI) by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

This framework addresses student achievement and positive behavior for all students through the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies. New Mexico's RtI framework is a problem-solving model that uses a set of increasingly intensive academic and/or



behavioral supports. This 3-tier model of student intervention is based on data collected from progress monitoring of student response to the instruction and/or intervention. Schools are required to implement the model and operate using the state's guidance manual available on this website. RtI framework is not a student placement model, an Individual Education Plan replacement, a special education initiative or a quick fix for low achievement. It is a sustained framework that provides supports to students before extreme intervention is needed. The earlier the identification of issues and plans to assist the student address these issues, the more effective the plan will be and the more successful students will be.

In conjunction with the RtI Framework, New Mexico has developed a Student Assistance Team (SAT) process that works with students in Tier 2 of the RtI process as well as at-risk students and English Learners. These students are provided a higher level of individualized support when other interventions prove unsuccessful. The SAT process is one way in which at-risk learners' needs are met in order to support appropriate promotion practices and reduce the risk of students dropping out of school. Although the majority of SAT interventions occur in elementary and middle schools, SAT plans can be developed and implemented in high school.

Recently, guidelines covering the SAT process was expanded to ensure that students who are experiencing homelessness or in foster care may move from school to school while not experiencing undue delay for an evaluation for special education and related services. This is expected to provide a smoother transition for these students at time when they are under extreme pressure and need extra support.

New Mexico statute also supports remediation programs. School districts are required to develop remediation programs and academic improvement programs to provide specialized instructional assistance to students. In addition, parents are required to be notified no later than the end of the second grading period when the student is not academically proficient. A parent-teacher conference is held and a written intervention plan is developed to include timelines, academic expectations and the measurements to be used to verify that the student has overcome the academic deficiencies. Decisions for students with disabilities who are struggling academically or behaviorally are addressed through the students' Individualized Education Program (IEP) team.

Additional academic supports are available to students from low-income families or those students in foster care in order to provide appropriate promotion practices and decrease the risk of dropping out. These include:

- Students deemed eligible for free or reduced-price school meals, or a student who has been identified by the children, youth and families department as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs.
- Parents or guardians of a student who has not applied for free or reduced-price school meals shall be notified in writing by the local school board or governing body of a charter school of the availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals.

Success for these students as they transition is also supported by the New Mexico's State Systemic Improvement Plan (SSIP) also known as Results Driven Accountability (RDA) which supports K-3 students with disabilities and at-risk learners in Title I schools. RDA focuses on providing support for teachers through job-embedded professional development and coaching in the areas of reading, math and positive behavioral interventions and supports (PBIS). The SSIP is implemented through the department's Title I Bureau and is funded through the State Personnel Development Grant (IDEA Part D), IDEA B state directed activities funds, and in-kind contributions from the Title I Bureau. This program has shown great success with the at-risk populations it serves including many of our



American Indian students.

## MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

Many of the supports used to establish proper transitions between elementary and middle schools are also applied in the transition from middle school to high school, including: the aforementioned remediation programs, promotion policies, RtI Framework and SAT. These processes are applicable in the transition to middle school as well.

In addition, to support students as they begin thinking and planning for life beyond high school, New Mexico requires that each student develop a Next Step Plan (NSP) beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of middle school. The purpose of the plan is to target the student's postsecondary interests, and establish a plan of study he or she will complete during high school in order to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her NSP annually during grades 9 through 11, to help direct the next steps of the educational path. During senior year, the NSP is used to ensure each student knows what he or she is doing next, whether the plan is university, community college, technical program, the military, or straight into a career. Students with disabilities also develop a NSP and those requirements are included in their transition Individualized Education Program (IEP) which is updated at least annually.

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*"Our future starts with our children and schools are where it all begins. If we produce high achieving students, we produce a community and an economy that is successful!"*

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## HIGH SCHOOL TO COLLEGE AND CAREER

The transition from high school to college or the workplace is a significant jumping off point for students and the preparation for this endeavor is critical. In 2016, the graduation rate for New Mexico reached an all-time high of 71%. It is important to note that graduation rates for students who are Hispanic, low-income and English Learners grew at a faster rate than the rest of the state. While better, it still points to the need for continued focus on reforming our education practices in New Mexico.

Another key factor in the growing success of New Mexico's students is performance in AP. In a state with high poverty rates, the ability for students to take AP courses and tests has the potential to reduce the money needed for these students to finish college. Since 2010, the number of students taking AP exams increased by 90% saving New Mexico's families more than \$3.5 million annually. To support this resource, New Mexico, along with the College Board subsidizes the cost of these tests to the extent that students only pay \$3 dollars per test. This has improved access for our neediest students, supporting the dream to attend college.

In New Mexico, students whose high school experience includes three or more career technical education (CTE) classes are considered CTE concentrators. For 2016, CTE concentrators graduated at a rate much higher than the state average: 86.7%. Therefore, CTE is an important component of New Mexico's plan to increase graduation rates for all students.



A significant barrier to student success in New Mexico is teenage parenthood. In order to ensure teen parents are supported, New Mexico provides funding for the Graduation, Reality, and Dual-Role Skills (GRADS) in conjunction with the U.S. Health and Human Services Department Pregnant and Expecting Teen Grant. This program supports teen parents as they finish high school, facilitates parenting teen's opportunities for graduation, trains teens to achieve economic independence, promotes healthy multi-generational families and reduces risk-taking behaviors. This program has shown great effect in improving graduation rates among teen parents, has reduced the incidence of second pregnancies and has reduced the dropout rates of this group of students.

Stakeholders at ESSA regional community meetings reported the value in increasing access to career readiness and technical coursework. Stakeholders suggested increasing funds for guidance counselors, expanding on-line academies, and better preparing students for the track they choose.

Incorporating stakeholder feedback into our plan, New Mexico will continue to promote career awareness. In particular, the PED will prioritize the effort to ensure that students have access to college and career counselors. The PED will work to ensure that each student's Next Step Plan (mentioned above) is updated annually to reflect student growth and changing interests. The PED will continue efforts to support counselors in developing their awareness of local and regional career opportunities and will expand efforts to provide externships for teachers and counselors.

The PED will work to educate teacher and school leaders to ensure they understand the opportunities available to their students and provide quality professional development to ensure teaching to industry standards takes place and that students are well prepared for the future. The PED will continue to pursue initiatives that support districts in developing high quality programs of study that reflect the needs of the workforce community. Efforts over the past several years to build rigorous CTE courses that are aligned to industry needs have increased CTE relevancy for both students and employers. New Mexico believes that workforce alignment is critical for coursework to be relevant to career, and also believes that alignment builds student engagement. New Mexico's CTE graduation rate of over 86 percent supports this vision. PED will continue to build on efforts to ensure that students completing high school career programs exit with a professional certificate to ensure that they can enter the workplace as full members of the trade or profession and not have to retake these programs at another location. In addition, PED will expand efforts to encourage local and regional employers to offer career internship opportunities for students. In summary, New Mexico will continue to build relationships between educators and employers and to encourage districts to work with employers to build relevant career experiences.

Stakeholders also suggested increasing funds for dual credit programs and continuing support for AP exam fee waivers for low-income students. New Mexico has seen remarkable growth since 2010 in both of these acceleration programs, with the number of students taking AP exams increasing by 90%, and the number of students taking dual credit courses increasing by 73%. Therefore, the PED plans to continue to provide both direct funding and professional development support for these programs.

## **SPECIAL EDUCATION TRANSITIONS**

According to New Mexico's 2016 Annual Performance Report (APR), 81.37% of students with disabilities were enrolled in higher education, in some other post-secondary education, a training program, competitively employed or in some other employment one year after leaving high school. This reflects the significant effort to support students with disabilities in New Mexico as they prepare to transition from school to college or career. Part of this support is rooted in the options for graduation for these students. Currently, three graduation options for students with disabilities exist in New Mexico; standard option, career option, or ability option with the graduation option determined by the student's



IEP team:

- The standard option meets all state and local graduation requirements,
- The career option is based upon career and employability standards, and;
- The ability option is based on the expanded grade band equivalent standards.

Allowing for three graduation options, as determined by the student's IEP team that includes parents, best meets the individual needs of the student and assists with reducing the risk of students with disabilities dropping out of school. This also allows those students on the career and ability option to continue in school until the age of 22, a significant benefit to students with disabilities.

Support for students with disabilities is also provided through support for Project SEARCH, a workforce identification and training for young adults with intellectual or developmental disabilities as well as support provided through an agreement with the New Mexico Division of Vocational Rehabilitation (DVR). As a result of the Workforce Improvement Act, the PED has developed an agreement with DVR and a Region Education Cooperative. This effort provides pre-employment transition services (PETS) for students with disabilities under the IDEA. These PETS address the academic and nonacademic needs of students with disabilities as they prepare for college, training, career and independent living.

- B.** *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

New Mexico has worked to establish guidelines for elevating educational and programmatic standards for New Mexico schools. These include the Common Core State Standards (CCSS) and benchmarks, coursework requirements by grade level, required annual instructional hours, class loads, special education caseloads, and specific state requirements that govern the rights of students with disabilities and students participating in bilingual and multicultural education. When the PED adopted the CCSS, it also adopted additional standards that are responsive to the cultural and linguistic traditions of the peoples of the state. As a result, an emphasis on culturally and linguistically diverse (CLD) students is important for student engagement, building on background knowledge, and making real world connections through culturally and linguistically responsive instruction and leadership. It is important to note that Hispanic and Native American students represent over 70% of the student population served by public schools. A copy of the additional NM CCSS can be found at: [http://ped.state.nm.us/ped/Bilingual\\_Reports.html](http://ped.state.nm.us/ped/Bilingual_Reports.html)

**Adoption of Rigorous Standards to Support World/Foreign Language Instruction.** The PED is currently amending its state standards for world/foreign language instruction so that students who take foreign language instruction have access to rigorous instruction. The PED is adopting the World-readiness Standards for Learning Languages (WSLL) created by the American Council on the Teaching of Foreign Language, ACTFL). In addition, the state supports the implementation of state-funded bilingual multicultural education programs for students, and prioritizes K-3 and EL students.

**Spanish language Instruction (Bilingual Education).** To ensure strong standards-based instruction, the state is also adopting CCSS-aligned Spanish language arts and World-class Instructional Design and Assessment's (WIDA) Spanish language development standards. These sets of standards will strengthen state-supported Spanish language bilingual multicultural education programs.



**English Language Development (ELD) Standards for EL students.** In 2014, the state adopted the 2012 Amplification of the WIDA English Language Development (ELD) Standards since they correspond to CCSS. Thus, EL students that are served through state-funded bilingual multicultural education programs will be provided rigorous, standards-based curriculum that meets their academic and language learning needs (both in English and Spanish).

**High Expectations for Educators.** In addition to the adoption of standards, the PED's teacher evaluation system, NMTEACH, emphasizes the importance of effective instruction. In 2015, in collaboration with stakeholder input from statewide advisory groups, the PED enhanced its NMTEACH classroom observation rubric to explicitly include examples of effective instructional practices and strategies that are culturally and linguistically responsive. The observation framework addresses the academic and language learning needs of EL students and students with disabilities with IEPs. In this way, clear expectations for what is expected in the classroom are communicated to all educators. Administrators received training that supports the effective evaluation of teachers as well as on how to provide teachers feedback effectively. Teachers have also been trained to understand their evaluation and how to strengthen their practices based on the reporting they receive regarding their evaluations. More information about the educator effectiveness system, including the observation rubric for each of the four domains, can be found in the Toolbox section of the NMTEACH website which can be accessed at: <http://ped.state.nm.us/ped/NMTeachIndex.html>.

**Support for EL students.** The Bilingual, Multicultural Education Bureau (BMEB) at the PED provides local LEA personnel guidance on how to properly identify EL students, develop and implement effective programs, use data for programmatic and instructional decision-making, and monitor the support to EL students that exit status (reclassify to fluent English proficient, RFEP). The PED also provides LEAs with technical assistance and training on administering the English language proficiency (ELP) assessment, the WIDA ACCESS for ELLs 2.0 assessment, through district test coordinator trainings. Assessment accommodation policy all students, including EL students can be found at: <http://ped.state.nm.us/ped/AssessmentEvalDocs/TestCoordPres/2016/Accom%20Manual%202015%20-%202016%20Final.pdf>. Additional information about the state's Response to Intervention (RtI) Framework, which provides guidance to LEAs about how to ensure that students have equitable to effective instruction that meets their academic and language learning needs, can be accessed at: [http://ped.state.nm.us/ped/RtI\\_index.html](http://ped.state.nm.us/ped/RtI_index.html). Considerations for supporting EL students at every tier level are provided. The state provides technical assistance and guidance on meeting baseline Office for Civil Rights (OCR) and federal guidelines for serving EL students equitably. The dedicated page for supporting EL students can be accessed at: [http://ped.state.nm.us/ped/Bilingual\\_ServingELs.html](http://ped.state.nm.us/ped/Bilingual_ServingELs.html).

**Federal Title III.** In addition to supporting LEAs in meeting their federal obligation to serve EL students, LEAs that receive Title III sub-grants are also provided additional support, technical assistance, guidance and monitoring (desktop and onsite) to ensure compliance with program and fiscal expectations with Title III requirements. There is also a dedicated page on the PED's BMEB website for LEAs that receive Title III sub-grants. The Title III page provides a technical assistance manual and links to helpful resources which can be accessed at: [http://ped.state.nm.us/ped/Bilingual\\_TitleIII.html](http://ped.state.nm.us/ped/Bilingual_TitleIII.html).

**Federal Carl D. Perkins Act.** LEAs that receive Carl D. Perkins Career Technical Education Act sub-grants are provided support, technical assistance, guidance and monitoring (desktop and onsite) to ensure compliance with program and fiscal expectations, including assuring equitable access for all protected groups. There is a dedicated page on the PED's CCRB website for LEAs that receive Perkins sub-grants. The CCRB provides technical assistance and links to helpful resources can be accessed at: [http://www.ped.state.nm.us/ped/CCR\\_perkins.html](http://www.ped.state.nm.us/ped/CCR_perkins.html)



**Professional Development for LEAs.** The PED works with WIDA to provide professional development training focused on the instruction of EL students, ranging from use of the ELD standards, instructional differentiation, data analysis, lesson/unit planning for EL students, and leadership training for EL success. These trainings are listed on the PED's Bilingual Multicultural Education Bureau (BMEB) homepage which can be accessed at: [http://ped.state.nm.us/ped/Bilingual\\_index.html](http://ped.state.nm.us/ped/Bilingual_index.html).

**Regional Capacity-building to support equity.** One of the state's strategies for building the regional capacity of LEAs to support equity was to partner with LEAs to certify eligible staff to become experts in the ELD standards and assessments. To date, the state has four WIDA-certified trainers that provide training across the state on using ELD Standards and differentiation of instruction for EL students. In addition, the Special Education Bureau (SEB) collaborates with other programs regarding academic, behavioral and instructional supports for students with disabilities. The SEB is responsible for the general supervision and implementation of the IDEA and provides technical assistance and support to LEAs and charter schools through trainings, technical manuals and webinars. The state's Section 619 Preschool Administrator is housed in the department's literacy and early childhood bureau to support early learning initiatives by ensuring students with disabilities are included in planning and programming.

Ensuring that New Mexico receives the best return on its investment of federal dollars, the PED has consolidated a number of student support programs including Title I, Special Education and the Federal Nutrition Program within one division to best coordinate effort across the agency and to ensure that students are receiving the supports they need to excel. These bureaus work hand-in-hand with the other program offices to reduce duplication of effort and ensure that New Mexico is able to maximize the use of these funds to the benefit of all students and ensure that all New Mexico children have access to a well-rounded education. Additionally, the PED will continue to partner with the Education for Parents of Indian Children with Special Needs on providing support for parents and families of students in Title I schools with high Native American population. This support includes how to work with children in the areas of reading and math, homework help and developing positive relationships with students, parents, teacher and school. Coordination through the federal programs division ensures that any professional development provided to LEAs will be content based, sustained over time and will be focused on ensuring best practices are identified and implemented, including ensuring that the needs of our most at-risk populations are considered and strategies provided to have the maximum impact for the benefit of students.

In addition to these supports, the PED is committed to ensuring that students have access to high quality instruction regardless of location or local school district to provide options for students. To achieve this, The PED is revamping IDEAL-NM, New Mexico's distance learning mechanism, to ensure all students have access to distance learning opportunities that promote college and career readiness through high quality content and the expertise and skills of New Mexico's best educators.

Stakeholders felt that a more holistic approach is needed when working with students and the "one-size fits all" model of instruction does not meet the needs of the whole child. PED will continue to provide professional development to educators in the areas of the Response to Intervention Framework, Student Assistance Teams, Positive Behavioral Interventions and Supports (PBIS), Functional Behavioral Assessments and Behavior Intervention Plans and differentiated instruction and to parents and communities on options available to assist in children's learning.

The stakeholder group felt that wrap-around family support services are needed in order for students at-risk, including students with disabilities, students living in poverty and those students with social justice barriers to be successful. PED will provide federal and state funding for robust out of school time programs. PED will support community school models including community-based health centers in schools with the highest need. PED will continue to provide technical assistance to LEAs on how to



leverage funds to provide services for students and families including families experiencing homelessness, migrant families and students in foster care. Additional social workers are provided to schools with high poverty rates to assist students and families and opportunities to provide truancy coaches are also available for schools.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*
- i. *Incidents of bullying and harassment;*
  - ii. *The overuse of discipline practices that remove students from the classroom; and*
  - iii. *The use of aversive behavioral interventions that compromise student health and safety?*
- ☐ Yes. *If yes, provide a description below.*
- ☒ No.

The PED does not intend to use Title IV, Part A funds for safe, healthy and affirming school environments, but in Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description of SSAE program activities to be provided throughout the fiscal year, inclusive of allowable expenditures for Safe and Healthy Students (ESEA section 4108), including the following:

- i. Promoting community and parent involvement in schools;
- ii. Providing school-based mental health services and counseling;
- iii. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;
- iv. Establishing or improving dropout prevention;
- v. Supporting re-entry programs and transition services for justice-involved youth;
- vi. Implementing programs that support a healthy, active lifestyle (nutritional and physical education);
- vii. Implementing systems and practices to prevent bullying and harassment; and
- viii. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

- D.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*
- ☒ Yes. *If yes, provide a description below.*
- ☐ No.

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*"Supporting students to be ready for this century would entail supporting technology education."*

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Meeting the technology needs of schools in New Mexico is a Governor's priority to ensure that students have the tools necessary to receive a world class education. Being fifth lowest state in population density, New Mexico needs to use technology effectively in order to meet the needs of students in its small, rural schools. This access is supported in a number of ways, The PED's online learning bureau, IDEAL-NM, offers online courses for enrichment, expanded access to electives, credit recovery and acceleration. All schools in the state have access to the statewide learning management system (LMS) at no cost. In order for students in remote rural schools to succeed in postsecondary education and in a 21st century workforce, however, they must have the digital literacy skills needed to participate and their schools must have the technological infrastructure to support participation.

This is being accomplished through the Broad Band for All (BB4A) initiative where all school districts and charter school will have access to high-speed broadband by 2018. In addition, the BB4A initiative is focused on providing access to equipment at the best price available in the state and is working to lower the cost for school districts and charter schools for the month cost of internet access. It is anticipated that this project will bring the world to students, improve connectivity and lower operating cost, a valuable consideration in a time of reduced revenues. In addition, school need to focus on ensuring that teachers and administrators have the knowledge and skills to facilitate the integration of online learning into the school's curriculum and that it becomes a priority.

The lack of "economies of scale" in rural areas is problematic and it is vital that schools use all of their resources to ensure a high-quality education for their children. The PED will work with school districts and charter schools to ensure they are informed of the opportunities available to strengthen their educational opportunities and how they can maximize the use of federal funds to achieve their educational objectives.

Title IV, Part A funds can, by facilitating collaboration across bureaus within the PED, provide much needed technical assistance and professional development for teachers and administrators to aid them in more effectively leveraging the technological resources they currently have. The PED, through the BB4A initiative has conducted a comprehensive needs assessment to identify gaps in technology infrastructure and the ability of personnel to use that infrastructure to the greatest advantage. School districts and charter schools will leverage funding from Title I, Part A; Title II; Title III; and Title IV, Part A in order to provide the most effective technological platform to increase student learning.

It is important to note that in order for technology to provide historically disadvantaged students with increased digital literacy and greater access to distance learning opportunities, educators must have the knowledge and skills to help students take full advantage of that technology. The PED, through its Information Technology Division and the State E-rate coordinator, will continue to support school districts and charter schools as they provide job-embedded, on-site professional development to teachers, and follow-up coaching to provide continuing support in the classroom. This work will be focused on creating a cadre of educators who are comfortable using technology, and integrate it fully into their classroom practice.

Follow-up analysis of data will include a determination of how LEAs can use technology to most effectively serve the lowest achieving students, English learners, students with disabilities, children in foster care, children who are homeless, migratory children, and students identified as neglected or delinquent under Title I, Part D, who frequently do not have access to technology at home. Targeted professional development can provide educators with innovative strategies to help these students leverage community resources to obtain internet access outside of school hours. Strategic purchases of hardware and software can provide these students with technology they can take home and use to complete school assignments.



The PED will continue to work with districts to ensure they understand how funds can be used to implement blended learning strategies that combine technology-based and face-to-face instruction so students in remote, rural schools can take AP and other advanced STEM courses where the local LEA does not have the resources to provide those courses in the regular school curriculum. Educators in rural districts will be provided with the professional development necessary to support these blended learning strategies. Further, utilizing Title IV, Part A funds to promote intra-agency collaboration, the PED will facilitate statewide Professional Learning Communities (PLCs) of STEM educators in which teachers in small, rural schools can meet using technology to discuss research in order to successfully replicate evidence-based practices implemented in some New Mexico schools.

**E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?**

☒ Yes. If yes, provide a description below.

☐ No.

Through practical experience and evaluating ongoing research in the field, it is clear that students whose parents and families are involved and engaged in the student's education and school community are more successful than those who do not. Students with strong family engagement have better attendance, earn higher grades and test scores, acquire new social and behavioral skills, adapt more easily to school routines, and have higher graduation rates. To support this research, the PED is developing and implementing a diverse range of programs that increase the capacity for parent, family and community engagement in schools across the state in, in both urban and rural communities. These initiatives include teacher advisory panels, a teacher-leader network, and a parent outreach program, all of which cut across and integrate the work of multiple divisions and bureaus within the PED. This approach works to enhance the quality of family engagement for all students including the subgroups listed in Section 6.1 and empower our teacher, principals and parents to take ownership in their schools and demand more and better opportunities for their children. In addition, FOCUS, the State's TQRIS system requires 90 hours of family engagement annually in all state-funded preschool programs.

Although not funded by Title IV, these programs and initiatives are available to support Title IV-funded programs and enhance the use of Title IV state technical assistance funds. This coordination effort will occur as grant funding becomes available and will include sharing of opportunities with school districts during the grant application process. These programs and initiatives include, but are not limited to, the following:

Toolkit for New Mexico School Communities: Family, School and Community Partnerships

The toolkit is the result of ongoing collaboration between the NMPED and the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University. It has evolved from a joint initiative, *A Vision for New Mexico School Communities* that built on an integrated focus on academics, health and social services, youth, and community development resulting in improved student learning, stronger families and healthier communities. The Toolkit is based on National PTA Standards for Family-School Partnerships, is adapted to reflect the characteristics of New Mexico School Communities and is designed to empower educators, families, community members and students to work together. The toolkit was developed using research that suggested students do better in school and in their lives when their parents and caregivers are engaged in their education, and that families are more engaged in their children's education when a specific school, its programs, and practices encourage and guide family engagement. The toolkit may be found at [www.nmengaged.com](http://www.nmengaged.com).

To support and grow this effort the PED established a family liaison to serve as a direct point of contact between New Mexico families and the PED, and to educate parents on how they can come together to demand excellence from their school and focus on the needs of students. The family liaison will provide



information and resources to parents in order to support student success. As part of this effort, the PED is introducing three new initiatives focused on informing and supporting parents. These are:

- **Family Cabinet:**
  - The PED Family Outreach Liaison will be requesting nominees for the NMPED Family Cabinet
  - 25 parents will serve on the Family Cabinet
  - Members will meet on a quarterly basis for a roundtable discussion on the state of education in New Mexico
  - Members will receive reimbursement for mileage and hotel accommodations
  - Monthly calls will be hosted to provide members with regular updates and request for action items from the Family Engagement Coordinator
  - Feedback will be provided to the PED policy makers from families at quarterly meetings and ongoing communication (emails, phone conversations, etc.)
  - Methods to improve communication with families at quarterly meetings and ongoing communication will be created and distributed (emails, phone conversations, blog posts, etc.).
- **West Ed Academic Parent Teacher Teams (APTT):**
  - Academic Parent Teacher Teams is a teacher-led family engagement model that supports family school partnerships to drive student learning and achievement.
  - New Mexico will be piloting APTT with six schools in our districts (Gallup, Farmington, Pecos, and Roswell).
  - The classroom teacher invites families to participate in 75 minute APTT meetings (all families present) and one 30 minute individual session (student, teacher, and student's family present) throughout the school year.
  - During APTT meetings, teachers share student performance data that are actionable, teach grade-level foundational skills for clear conceptual understanding, and demonstrate concrete activities that families can do at home to help students master the target concept.
  - Each family sets 60 day academic SMART goals for their student.

### Results Driven Accountability (RDA)

RDA is supported with state directed activities funding from IDEA Part B that addresses IDEA Indicator 17: State Systemic Improvement Plan. The project, housed in the Title I Bureau, provides technical assistance and monitoring activities to support the efforts of participating schools in enriching the quality and meaningful nature of family and community engagement activities in the school community. The core of this effort is to identify strengths, barriers and opportunities in family and community engagement and communicate these to school leaders and help them build parent/teacher/student communities focused on early literacy through sustained parent involvement. The RDA support teams represent diversity in education and background including special education, preschool, bilingual and other programs. These teams are helpful in observing, developing and providing technical assistance and professional development to school administrators, particularly in relation to students with special needs.

For schools that have a high representation of Native American students, often in rural regions of the state, the RDA team members interviewing parents are staff from Education for Parents of Indian Children with Special needs (EPICS), a national technical assistance center. The value of this team is to engage families in a meaningful dialogue that is comfortable culturally and linguistically (including translation services during meetings with family members).



RDA team members also include native Spanish speakers. In schools where there is a strong representation of children who are English learners, it has been beneficial to have RDA team members to be bilingual and bicultural.

In addition to participating on RDA teams during site visits, EPICs is contracted to: work with RDA schools' principals and leadership teams to develop and implement culturally meaningful family engagement activities; hold summer programs; and translate NMPED's special education documents into Navajo.

#### Title I Bureau Family Engagement

Family engagement activities are ubiquitous across the PED as a primary focus area in improving opportunities for students. This is true within the activities of the Title I bureau as these staff work to develop and implement the parent empowerment provisions of ESSA and to provide technical assistance to and oversight of local education agencies as they implement ESSA provisions as well. To support this, the bureau has developed an online library of guidance and technical assistance documents to assist LEAs in gathering input and participation of family members, in writing and implementing meaningful family engagement policies and practices at the district and LEA and school levels. The PED has dedicated a staff member whose responsibility it is to serve as the primary point of contact for LEAs and schools regarding family engagement issues and to provide technical assistance and resources as needed to support family engagement policies and practices. This support is available to districts and schools to encourage capacity building and in creating activities that are meaningful to all families. Further support is provided through the use of contractors, personnel with specialized expertise to provide intensive, targeted technical assistance to districts who have struggled with establishing or maintaining policies and practices that support and build capacity for increased family engagement.

#### Individuals with Disabilities Education Act (IDEA) State Advisory Panel

In October 2016, information about New Mexico's proposed ESSA plan and stakeholder engagement opportunities were presented to the State panel. The panel had the opportunity to review material regarding the Opportunity to Learn indicator (school report card) and Future Ready Students and provide feedback. PED personnel were able to provide information to the panel how the ESSA and the state plan will impact the education of students with disabilities. ESSA standards and requirements apply to students with disabilities with the same rigor and high expectations as all students. In addition, ESSA ensures that students with disabilities:

- Have access to accommodations on assessments
- Have access to the general education curriculum in the least restrictive environment
- Receive evidenced-based interventions in schools with consistently underperforming subgroups
- Have annual Individualized Education Program (IEP) goals that align with the state grade-level academic content standards in which the student is enrolled
- Receive specially designed instruction necessary to address the unique needs of the student that result from the student's disability

States and school districts must annually report on data disaggregated by subgroups of students, including students with disabilities in accordance with 34 CFR § 300.160.

In order to support the implementation of the state's ESSA plan, the IDEA Panel adopted three goals which are listed below and can be found at

[http://ped.state.nm.us/ped/SEBdocuments/idea/2016/IDEA\\_Brochure\\_12.15.16%20Final.pdf](http://ped.state.nm.us/ped/SEBdocuments/idea/2016/IDEA_Brochure_12.15.16%20Final.pdf)

Office of Special Education Program (OSEP) Differentiated Monitoring



*Goal:* The New Mexico State IDEA Advisory Panel will promote high yield strategies to reduce student drop-out rates and directly increase graduation rates.

- A. The New Mexico State IDEA Advisory Panel will investigate factors that may contribute to student drop-out rates within the state and across the nation.
- B. The New Mexico State IDEA Advisory Panel will analyze New Mexico data on drop-out and graduation rates to identify trends.
- C. The New Mexico State IDEA Advisory Panel will research national-trends for communities with high graduation rates for students with disabilities.
- D. The New Mexico State IDEA Advisory Panel will based upon the data analysis, advise the New Mexico Public Education regarding results driven practices that support high school completion and transition to college and career.

#### Every Student Succeeds Act (ESSA)

*Goal:* The New Mexico State IDEA Advisory Panel will promote and encourage policy development and appropriate rules statewide to eliminate barriers and improve academic success for students with disabilities that are experiencing homelessness or are in Foster Care.

- A. Revise state and local policies and practices to remove barriers and ensure the necessary tools are available to address complex situations creatively, flexibly, and expeditiously;
- B. Create and promote policies and practices for regular, ongoing communication and collaboration among social service providers, educational liaisons and special education staff; and
- C. Utilize data to identify the needs and strategies to improve the educational outcomes for students with disabilities that are experiencing homelessness or are in foster care.

#### Results Driven Accountability (RDA)

*Goal:* The New Mexico State IDEA Advisory Panel will promote literacy growth annually for students with disabilities by supporting students' academic needs and enhancing opportunities to increase academic achievement.

- A. The New Mexico State IDEA Advisory Panel will promote the consideration of visits to RDA schools in quadrants all over the state of New Mexico.
- B. The New Mexico State IDEA Advisory Panel will review RDA data and invite the New Mexico Public Education Department (PED) to present data to the panel.
- C. The New Mexico State IDEA Advisory Panel will review successful literacy strategies that are being utilized across the state and advise the PED.
- D. The New Mexico State IDEA Advisory Panel will promote through the IDEA Panel site visits which reflect the authentic instruction in action.

## 6.2 Program-Specific Requirements.

### **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Currently, New Mexico has 17 targeted Title I Part A programs operating in 14 LEAs across the state, some of which are likely to apply for the schoolwide waiver for the 2017-18 school year.

Input on the waiver process and criteria were sought from LEA stakeholders during a webinar hosted by the State on October 13, 2016. Participants were provided a draft copy of waiver questions and were encouraged to comment on the process and substance of the waiver. If stakeholders were unable to participate in the webinar, they were allowed to submit input and comments on the waiver process to the Public Education Department's (PED's) Title I Bureau. Stakeholder input was incorporated into the State's waiver process.

The State will include a waiver request in the sub-grantees' consolidated State application for ESEA funds to allow an LEA, on behalf of a school, to request a waiver of the 40 percent poverty threshold for schoolwide programs. Annually, the consolidated application is provided to LEAs online and is reviewed and approved by the PED. The review of the waiver request ensures that the request includes all five criteria for approval, in particular that the schoolwide programs are reasonably calculated to provide educational benefit to at risk students, particularly those students who would otherwise be eligible for targeted assistance under Title I Part A. As part of the PED's monitoring process, a sampling of the LEA consolidated application reviews conducted by staff is reviewed for compliance, completeness and correctness by the State's Title I director. This multi-tiered review process ensures that the consolidated applications meet the federal requirements and the schoolwide waivers do indeed describe schoolwide programs that will meet the needs of at-risk students.

The waiver will require LEAs to describe the rationale for operating a schoolwide program rather than a targeted program to best meet the needs of at-risk students, as well as how the proposed schoolwide program will meet the needs (academic and otherwise) of the school's at-risk students, including English learners, students with disabilities, students and youth in foster care and students who are homeless, migratory and immigrants.

Waiver approval will require that the following five criteria are satisfied:

- The school's poverty level falls between 35 and 40 percent,
- The school did not operate a Title I Part A schoolwide program in the 2016-17 school year, as schools operating schoolwide programs under NCLB will continue that authority under ESSA,
- The waiver is completed and submitted by the LEA as part of the sub-grantee's completed consolidated State application for ESEA funds,
- The LEA's rationale for running a schoolwide program is predicated on meeting the needs of at-risk students, and
- The LEA's description of the proposed schoolwide program is reasonably calculated to provide educational benefit to the school's at-risk students.



The timeline for waiver release, completion and approval is provided below:

Consolidated Application Released (with schoolwide waiver)	Deadline for completion of Consolidated Application (with schoolwide waiver)	Applications substantially approvable (with schoolwide waiver)
April 15	May 15	June 15

**Title I, Part C: Education of Migratory Children.**

- ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

The education of migratory children is an important responsibility of New Mexico schools. These children deal with a unique set of circumstances that, if not addressed, can set these children back significantly in their academic growth. The PED operates both a regional and school-based model in its identification and recruitment of eligible migratory children statewide. All staff involved in making determinations, including the recruiters are trained annually to ensure they are up to date on requirements. New recruiters are trained by experienced recruiters from within and outside of the state. Integrated into the training are strategies for dealing with cultural and linguistic differences that may exist for the migratory children and their families.

During the interview with the family, information is collected necessary for determining eligibility and identifying the unique needs of the family. The formal process for recruitment begins with the recruiter interviewing the family and completing a certificate of eligibility (COE) if appropriate. The COE is then reviewed by the district in which the family resides. The district clarifies any questions about the information. The COE is then submitted to the state director for a final review and determination of eligibility. The state director communicates with the recruiter or district about any eligibility questions. This process promotes the probable accurate identification and recruitment of eligible migrant children.

The PED's protocol includes identification and recruitment strategies for non-school based children. These strategies include communicating with contacts outside the LEA system, including visiting with businesses, agencies and employers with whom migrant individuals work. This effort helps to identify and recruit preschool and out of school migratory children. The PED coordinates re-interviews with each family each year including an external re-interview process every third year to determine continued eligibility. The PED and LEAs verify and document the number of eligible migrant children aged 3 through 21. This process includes the child's birth verification, checking the district data system for enrollment and/or withdrawal, and validating the interviewee's statement of when the family arrived in the district. Each child placed on the COE will be given a unique state identification (ID) number that promotes the unduplicated count of each child. The migrant data system (MAPS) transfers all approved COEs at the end of August each year as a double check and to determine continued eligibility.

- iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order*



*for migratory children to participate effectively in school.*

The unique needs of New Mexico's migratory children and youth were identified through the CNA process described in Section ii. The CNA serves as the foundation of the SDP process. Being fully integrated into the SDP, the CNA guides the overall design of the MEP and helps develop and articulate a clear vision of:

- The services that the MEP provides on a statewide basis;
- The high quality strategies that address the identified needs;
- The measurable outcomes of the MEP and how they help achieve the state's performance targets;
- How to evaluate whether and to what degree the program is effective; and,
- How to use the results of the evaluation to improve MEP services.

Two meetings of the SDP Committee were convened, a broad-based membership that included decision makers from the PED, LOAs, parents, and community members. Included on the SDP Committee were experts in the four goal areas of Reading and Math achievement; School Readiness; High School Graduation and Services to Out of School Youth (OSY); and Family and Support Services.

The activities conducted during the meetings include the following:

Create strategies based on research and promising practices for meeting the student needs identified in the CNA; develop measurable program outcomes (MPOs) aligned to strategies; review and reach consensus on strategies and MPOs; identify resources needed to implement the strategies; identify evaluation activities and tools to measure progress toward meeting MPOs; discuss the components of tools for measuring the fidelity of strategy implementation; and discuss next steps in developing the SDP report and aligning MEP systems.

The full range of services to migrant children including preschool children and children who have dropped out of school are included in the SDP. These services include the following:

- Supplemental instructional services including tutoring, summer school, extended school day, and supplementary online instruction for MEP students to improve reading and math achievement;
- Innovative technology integration programs to increase student achievement in reading and math and student engagement in school.
- Migrant mentor/advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families;
- In-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs;
- Information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.
- NM PreK programs in districts with high populations of migrant children are prioritized to receive additional funding to increase hours from half-day to full-day.
- Comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents;
- Supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement;



- Referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs (HEP), or re-enrollment in school;
- Connections between secondary age youth and the community education providers through a mentorship or job shadow program;
- Supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills;
- Ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events;
- Information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed; and
- Supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

A strategic planning chart of the SDP decisions that were determined by the SDP Committee helped to guide the work of the group. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and because of the decisions made through the CNA process, the areas of the chart that were completed included Need/concern, Solution Strategies Identified in the CNA, State Performance Target, MPO, Resources Needed, Measurement Tool/Evaluation Strategy. The NM MEP SDP is on file at the New Mexico PED Title I C office.

- iv. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.*

The unique needs of New Mexico's migratory children and youth were identified through the CNA process described in Section ii. The CNA serves as the foundation of the SDP process. Being fully integrated into the SDP, the CNA guides the overall design of the MEP and helps develop and articulate a clear vision of: 1) the services that the MEP provides on a statewide basis; 2) the high quality strategies that address the identified needs; 3) the measurable outcomes of the MEP and how they help achieve the state's performance targets; 4) how to evaluate whether and to what degree the program is effective; and 5) how to use the results of the evaluation to improve MEP services.

Two meetings were convened of the SDP Committee, a broad-based membership that included decision makers from the PED, LOAs, parents, and community members. Included on the SDP Committee were experts in the four goal areas of Reading and Math achievement; School Readiness; High School Graduation and Services to Out of School Youth (OSY); and Family and Support Services.

The activities conducted during the meetings include the following:



Create strategies based on research and promising practices for meeting the student needs identified in the CNA; develop measurable program outcomes (MPOs) aligned to strategies; review and consensus on strategies and MPOs; identify resources needed to implement the strategies; identify evaluation activities and tools to measure progress toward meeting MPOs; discuss the components of tools for measuring the fidelity of strategy implementation; and discuss next steps in developing the SDP report and aligning MEP systems.

The full range of services to migrant children including preschool children and children who have dropped out of school are included in the SDP. These services include the following:

- Supplemental instructional services including tutoring, summer school, extended school day, and supplementary online instruction for MEP students to improve reading and math achievement;
- Innovative technology integration programs to increase student achievement in reading and math and student engagement in school.
- Migrant mentor/advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families;
- In-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs;
- Information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.
- Comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents;
- NM PreK offers flexible parent conference locations and times to meet the needs of migrant families;
- Supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement;
- Referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs (HEP), or re-enrollment in school;
- Connections between secondary age youth and the community education providers through a mentorship or job shadow program;
- Supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills;
- Ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events;
- Information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed; and
- Supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

A strategic planning chart of the SDP decisions that were determined by the SDP Committee helped to guide the work of the group. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and because of the decisions



made through the CNA process, the areas of the chart that were filled in included Need/concern, Solution Strategies Identified in the CNA, State Performance Target, MPO, Resources Needed, Measurement Tool/Evaluation Strategy. The NM MEP SDP is on file at the PED Title I C office.

- v. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

The State of New Mexico and its local operating agencies consider interstate and intrastate coordination essential to the operation of the MEP. This is accomplished through a variety of activities including:

- participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;
- Active participation in MSIX and the state MEP database, Migrant Achievement and Performance System (MAPS) to ensure the completion and transfer of student records in a timely manner;
- Convening local MEP directors and/or providing technical assistance at least three times per year to promote intrastate and interstate coordination; and,
- Communication and collaboration among sites and states when students move into and out of New Mexico.

- 1) Consortium Incentive Grants – To promote interstate coordination and benefit from resource sharing around Identification and Recruitment (ID&R), New Mexico is a member of the Identification & Recruitment Rapid Response Consortium (IRRC). IRRC is designed to meet an identified need for greater consistency and quality in ID&R through expanded and improved infrastructures and interstate collaboration. This is addressed through three goals:

- Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts;
- Expand states' capacity through the sharing of resources, mentoring, and the deployment of a Rapid Response Team of veteran ID&R specialists; and,
- Disseminate effective evidence-based ID&R practices throughout the MEP community.

In addition to IRRC, New Mexico has participated in other CIGs over the past 10 years that have focused on reading and literacy development for migrant children from pre-kindergarten through post-secondary. Local operating agencies have benefitted from a myriad of materials from the CIGs as well as collaborated with other states around content areas.

- 2) MSIX and MAPS – A web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states, MSIX produces a single, consolidated record for each migrant child that contains the information from New Mexico and the other states in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. To fully participate in MSIX, New Mexico has



assigned unique student identifiers to migrant children that are used to identify/link student records.

New Mexico uses MAPS to collect minimum data elements (MDEs) for MSIX and for reporting migrant data for the Consolidated State Performance Report (CSPR). The MAPS data collection system also includes demographic data on students, English language proficiency test scores, and state assessment scores. The data for MAPS is collected on hard copy forms and then entered by migrant program records clerks at the district and/or state level. Training and technical assistance by PED on MSIX and MAPS is provided for local MEPs at least twice annually. Included in the system and the training is the latest guidance from OME on the timely transfer of records, including health, when children move from one school to another, whether or not such move occurs during the regular school year. Hands-on activities and scenarios help clarify the guidance to allow a common understanding and reliability in decisions that are made.

- 3) Professional Development and Technical Assistance – New Mexico is committed to ensuring that state and LOA staff are active in using MEP funds to promote inter- and intrastate coordination of services and continuity of services to migrant students. Professional development is provided for new and veteran staff at least three times each year on a range of topics such as data collection and entry, quality control procedures, data security, understanding and completing student records, etc.
- 4) Communication/Collaboration – Among sites where students move in and out of New Mexico, continuity of instructional services and information about migrant students and services is shared both formally through the structures described earlier in this question and informally through follow-up with LOA counselors, instructors, and recruiters. Examples include a summer program teacher following up with the counselor of a school from the student's home-base state to find out about credits that a student needs to graduation; recruiters from New Mexico and nearby states sharing ideas for recruiting on dairy farms; and collaborating with another CIG state to work on a committee working on developing a curriculum-based assessment for migrant-eligible youth that have dropped out.

A final inter- and intrastate coordination activity that benefits the NM MEP is the participation of the NM MEP state director as the regional representative on the Office of Migrant Education's Coordination Work Group (CWG). The lead state for each of six regions collects information and feedback from other MEP directors in the region and shares it with the rest of the CWG and OME. After each coordination meeting or conference call, the NM MEP director communicates and shares information with the other state directors in the region.

- vi. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

The State of New Mexico and its local operating agencies (which include LEAs) consider interstate and intrastate coordination essential to the operation of the MEP. This is accomplished through a variety of activities including:

- Participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;



- Active participation in MSIX and the state MEP database, Migrant Achievement and Performance System (MAPS) to ensure the completion and transfer of student records in a timely manner;
- Convening local MEP directors and/or providing technical assistance at least three times per year to promote intrastate and interstate coordination; and,
- Communication and collaboration among sites and states when students move into and out of New Mexico.

1) Consortium Incentive Grants – To promote interstate coordination and benefit from resource sharing around ID&R, New Mexico is a member of the Identification & Recruitment Rapid Response Consortium (IRRC). IRRC is designed to meet an identified need for greater consistency and quality in ID&R through expanded and improved infrastructure and interstate collaboration. This is addressed through three goals:

- Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts;
- Expand states' capacity through the sharing of resources, mentoring, and the deployment of a Rapid Response Team of veteran ID&R specialists; and,
- Disseminate effective evidence-based ID&R practices throughout the MEP community.

In addition to IRRC, New Mexico has participated in other CIGs over the past 10 years that have focused on reading and literacy development for migrant children from pre-kindergarten through post-secondary. Local operating agencies have benefitted from a myriad of materials from the CIGs as well as collaborated with other states around content areas.

2) MSIX and MAPS – A web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states, MSIX produces a single, consolidated record for each migrant child that contains the information from New Mexico and the other states in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. To fully participate in MSIX, New Mexico has assigned unique student identifiers to migrant children that are used to identify/link student records.

New Mexico uses MAPS to collect minimum data elements (MDEs) for MSIX and for reporting migrant data for the Consolidated State Performance Report (CSPR). The MAPS data collection system also includes demographic data on students, English language proficiency test scores, and state assessment scores. The data for MAPS is collected on hard copy forms and then entered by migrant program records clerks at the district and/or state level. Training and technical assistance by PED on MSIX and MAPS is provided for local MEPs at least twice annually. Included in the system and the training is the latest guidance from OME on the timely transfer of records, including health, when children move from one school to another, whether or not such move occurs during the regular school year. Hands-on activities and scenarios help clarify the guidance to allow a common understanding and reliability in decisions that are made.

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A final inter- and intrastate coordination activity that benefits the NM MEP is the participation of the NM MEP state director as the regional representative on the Office of Migrant Education's Coordination Work Group (CWG). The lead state for each of six regions collects information and feedback from other MEP directors in the region and shares it with the rest of the CWG and OME. After each coordination meeting or conference call, the NM MEP director communicates and shares information with the other state directors in the region.

The unique educational needs of New Mexico's migratory children, including preschool migratory children and those that have dropped out of school, are described in detail in the state's CNA which is on file in the Title I C office at PED. A summary of these needs follows:

- **INDICATOR:** The percentage of migrant students scoring proficient in reading on the state assessment is 35.4% compared to 50.6% of non-migrant students.
  - **NEED:** The percent of migrant students who are proficient needs to increase by 15.2%.
- **INDICATOR:** The percentage of migrant students scoring proficient in mathematics on the state assessment is 19.9% compared to 42.0% of non-migrant students.
  - **NEED:** The percent of migrant students who are proficient needs to increase by 22.1%.
- **INDICATOR:** In focus groups and during the PAC meetings, parents expressed concerns that point to a lack of engagement including bullying, concerns about staying in school, and concerns about children's safety in school.
  - **NEED:** Migrant students' engagement during the regular school term needs to increase by 25%.
- **INDICATOR:** The percent of migrant children ages 3-5 who are enrolled in preschool programs and receiving instructional services is 20%.
  - **NEED:** The percent of migrant children ages 3-5 who are enrolled in instructional services needs to increase by 50%.
- **INDICATOR:** 85% of migrant students entering kindergarten were below benchmark or below the average range on the DIBELS and Discovery assessment.
  - **NEED:** The percentage of migrant students scoring at or above benchmark or average levels needs to increase by 85%.
- **INDICATOR:** 19% of high school migrant students were proficient on the Math SBA and 22% were proficient on the Reading SBA compared to 35.8% and 47.8% of non-migrant students respectively.
  - **NEED:** High school migrant student proficiency in math needs to increase by 17%.  
High school migrant student proficiency in reading needs to increase by 26%.
- **INDICATOR:** The number of migrant students passing Algebra I in 2013-14 was 39%, which is below the goal of 80%.
  - **NEED:** The percent passing Algebra I needs to increase by 41%.



- **INDICATOR:** 38% of migrant OSY received MEP instructional services in 2013-14, and no other educational services are provided for migrant OSY.
  - **NEED:** The number of migrant OSY receiving instruction needs to increase.
- **INDICATOR:** Migrant OSY have not received formal instructional services and often have not been exposed to instruction for basic life skills.
  - **NEED:** Migrant OSY need to increase knowledge and skills for basic life tasks.

vi. *Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.*

The current measurable program objectives (MPO), outcomes, and strategies of New Mexico's MEP is included in the NM MEP SDP that on file in the Title I C office at the PED. Note that for all four areas, key strategies that are **bolded** are high priority and required for implementation by all local MEPs that apply for and receive funding in this goal area.

Key Strategies	Reading and Math MPOs
1.1a) Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.	1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments.
1.1b) Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.	1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.
1.2a) Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading and math achievement for MEP students.	1C) By the end of the 2016-17 school year, 80% of instructional staff who participate in MEP-sponsored professional development will report through a survey that they can better identify the needs of migrant students.
1.2b) Provide professional development to staff on the impact of poverty and mobility on the academic success of migrant students.	
1.3) Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.	1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.

Key Strategies	School Readiness MPOs
<b>2.1)</b> Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.	<b>2A)</b> By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.
<b>2.2a)</b> Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules. <b>2.2b)</b> Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.	<b>2B)</b> By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 who are not in kindergarten and who are residents for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).

Key Strategies	High School Graduation and Services to OSY MPOs
<b>3.1)</b> Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.	<b>3A)</b> By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.
<b>3.2a)</b> Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs, HEP, or re-enrollment in school.  <b>3.2b)</b> Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.	<b>3B)</b> By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.
<b>3.3)</b> Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.	<b>3C)</b> By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.



Key Strategies	Family and Support Services MPOs
4.1) Provide ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.	4A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report through a survey that the training helped them increase their ability to support their children's education.
4.2a) Provide information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.  4.2b) Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.	4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.

- vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

The NM Migrant Education Program's parent involvement provisions stress shared accountability between schools and parents for high student achievement; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their child's academic achievement.

Implementation of parent involvement at the local level includes the establishing of a PAC at each funded MEP site. The local PAC determines membership, elects officers, and designates representatives to the statewide PAC. Local parent involvement plans involve the following four interrelated activities:

- Participation in state and local needs assessment to determine services needed to be provided by the state and local districts/schools to support the involvement of migrant parents;
- Dissemination and sharing of information and materials about parent involvement activities and ways in which parents can be actively involved in their children's education;
- Representation at statewide planning meetings with state and local MEP staff (meetings such as SDP and CNA committees); and,
- Development of the state and local parent involvement and PAC plans including election of officers and designation of representatives to the MEP PAC.



The activities to ensure meaningful consultation with parents of migratory children are described below:

- Needs Assessment – Parents provide feedback on state and local needs assessment surveys, participate in focus groups, and discuss needs at local and state PACs. Surveys and focus group results are compiled and summarized for distribution to all stakeholders including parents, MEP staff, local school district personnel, and state MEP and Title I staff. Results are used by committees at the local and state levels to plan and design MEP services to the extent that available funds and regulations allow.
- Dissemination of Information – Each local MEP is charged with sponsoring parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent involvement include PAC meetings, literacy night, teaching parents about educational games, supporting dual language development in the home, and Parenting education.
- Representation at Planning Meetings – The state PAC selects at least one representative to serve on statewide planning meetings to ensure that parent views are represented and to communicate with the rest of the state and local PACs about decisions made regarding the education of migrant children. Parents are involved in the New Mexico MEP CNA and in the SDP process with the president of the statewide PAC being present and providing input at all SDP meetings. SDP meeting results were discussed during PAC meetings to get parent input, which was shared in the meeting minutes.

The state MEP and its LEAs must establish and consult with PACs in the planning and operation of an MEP at least twice during a regular year program. LEAs must establish a PAC with representation of eligible migrant parents, and the state agency must establish a statewide PAC with representation from the LEAs by eligible migrant parents. The parents in the school districts choose their own leadership for their district. The leadership of each local PAC is then a member of the state PAC. The local PAC leaderships make up the members of the state PAC. At least two state PAC meetings are held annually. When statewide meetings are conducted via webinars, it is the responsibility of the local MEP to secure access to the webinar at local facilities and/or provide transportation to the appropriate locations.

Migrant PAC membership consists primarily of migrant parents or the guardians of eligible migrant children and can also include school personnel who represent the interests of migrant parents. Membership, officers, and the designation of representatives are governed by by-laws established by each local PAC.

Migrant parents are encouraged to provide feedback during consultation to assist in establishing effective programs to improve student academic achievement and school performance, and provide suggestions and ideas regarding the effectiveness and improvement of the MEP.

- viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*
1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
  2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*



Providing supports and opportunities to students who are failing, or most at risk of failing to meet state academic content standards and student achievement standards and whose education has been interrupted during the regular school year is a priority of the State. The priority for services process and definition are reviewed to ensure that it is consistent with the definition under section 1304(d).

New Mexico prioritizes decisions about how MEP services are delivered by assigning the *first priority* for services to students that have been determined to have the greatest needs. Students are designated priority for service (PFS) based on a two-part process of: (1) educational interruption and (2) failing, or most at risk of failing, to meet state standards.

Both section (1) and (2) below must be met for a migrant child or youth to be considered PFS. **If any of the Educational Interruption factors (1-a through 1-c) and Failing, or Most at Risk of Failing, to Meet State Standards factors (2-a through 2-h) are met, the student is designated as PFS for that section.**

#### (1) EDUCATIONAL INTERRUPTION

In the preceding 12 months:

- 1-a The student has a Qualifying Arrival Date (QAD) between September 1 and June 30; OR
- 1-b The student has missed 10 or more days of school due to factors related to the migrant lifestyle; OR
- 1-c The student has changed schools in the same school district related to the child's migrant lifestyle.

AND

(2) FAILING, OR MOST AT RISK OF FAILING, TO MEET STATE STANDARDS is defined as:

- 2-a Student has scored **below proficient** in reading or math on the state assessment (Partnership for Assessment of readiness for College and Careers [PARCC]); or
- 2-b Student in grades K-12 with no prior year state assessment and scored below proficient on local assessment instruments; or
- 2-c Student has been identified as non-English proficient or limited English proficient (LEP) using the state-adopted language proficiency assessment (W-APT/ACCESS for ELLs); or
- 2-d Student has repeated a grade level; or
- 2-e Student is over age for grade; or
- 2-f High school student has not accrued the needed credits to graduate with his/her graduation cohort; or
- 2-g Out-of-school youth; or
- 2-h Pre-K aged child determined to be "most at risk of failing" based on an appropriate preschool skills assessment.

In New Mexico, Title I C funds **must** be used for:

- Services to ensure that the special educational needs of migrant children aged 3 to 21 are met;
- Providing advocacy and outreach services in education, health, nutrition, and social services;
- Coordinating services within and across states as well as the transfer of health and educational records;
- Family literacy activities and programs;
- Parent involvement and parent advisory councils to provide information on curriculum, academic assessment, school programs, etc; and,

- Active district recruitment to find and enroll migrant students.

Funds **may** be used for:

- Research- based programs in the areas of remedial, compensatory, bilingual, multicultural and vocational education;
- Health services, counseling and testing, career education, preschool services, and transportation;
- Technology to support the program (both hardware and software);
- Program-related professional development for school staff, including travel;
- Programs for the transitioning of secondary students to postsecondary education or employment;
- Administrative cost directly associated with program; and,
- Indirect costs.

Funds **may not** be used for:

- Services to children who do not meet the “Certificate of Eligibility” requirements of agricultural and across district movement; and,
- Activities and services not specified in the approved application.

**Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- Describe the SEA’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.*

The PED has identified this as priority areas in ensuring students are supported as they are released from correctional facilities. These students are considered significantly at-risk yet as they are released from incarceration they are left to reintegrate back into student populations with no support. Assisting youth transitioning from correctional facilities and LEAs will be driven by implementation of the State Correctional Education Self-Assessment (SCES) released by the US Department of Education (ED), Office of Special Education Programs (OSEP), earlier this school year. The implementation will be a collaborative effort of the PED Title I and Special Education bureaus. The PED will also utilize the third edition of the Transition Toolkit released in December 2016 by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). In addition, as part of OSEP’s differentiated monitoring process correctional education, graduation and drop-out rates were selected for intensive technical assistance. In the fall of 2016, the PED participated in a three-day on-site technical assistance visit with experts from OSEP, NDTAC and the Office of Safe and Healthy Students. The differentiated monitoring plan will be a part of the state’s ESSA plan.

The PED has developed a multiyear phase-in of the SCES in collaboration with the Center for Technical Assistance for Excellence in Special Education (TAESE). This work will focus on comprehensive and effective agreements between facilities and LEAs; participation in required assessments and accurate data collection and reporting; effective instructional practices and staff development; and effective transition processes including the transfer of student records between facilities and LEAs.

All students in grades 8 through 12 in New Mexico are required to develop and have in place, a Next Step Plan (NSP). The NSP identifies students’ postsecondary interests, and sets forth the studies he or she will need to complete in order to be on track for graduation. For students with disabilities,



NSP requirements are incorporated into Individualized Education Program (IEP) transition plans. Facility and LEA compliance and communication regarding these plans will be a component of the PED plan.

Elements of the following components of effective transition will be incorporated into the PED transition work:

- Interagency collaboration between entities such as correctional education staff at facilities, LEAs, and community-based programs such as mental health and social services;
  - Intra-agency collaboration regarding the administration of state and district assessments, including those required for graduation under NM law. Collaborative agreements include the reporting of the students' progress at the LEA, school and state level for all students.
  - Cooperative agreements among local agencies that provide transition services;
  - Team-based planning: IEP team; correctional counselors; incarcerated youth and family members; general and special educators; and community agency personnel;
  - Planned sequence of services after release; wraparound (as opposed to fragmented) services to deliver comprehensive and coordinated services; coordinated system of care encompassing all aspects of the youth's life; individualized services that focus on the strengths of the youth and his/her family;
  - Outcomes-focused planning: detailed focus on youth outcomes, including those specified in a youth's IEP;
  - Pre-release training in social skills, independent living skills, career exploration, vocational education, and pre-employment training;
  - Tracking and monitoring: systematic and continual monitoring of youth through the system; periodic evaluations of transition processes; databases to track and monitor student progress
  - The creation of indicators to assess transition planning
- ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

The program outcomes and objectives were developed in collaboration with Part D Subpart 1 and Subpart 2 representatives. Program outcomes and objectives will support NM's differentiated monitoring plan. As Part D programs are implemented consistent with the ED SCES and Part D program requirements, outcomes for students in correctional facilities will be measured by program objectives and outcomes listed below. Data in each of these areas will be collected through the yearly Title I Part D End of Year Report.

The PED will work with each Subpart 1 and Subpart 2 facility to monitor progress on these objectives and outcomes mid-year and end of year.

New Mexico Goals for Title I Part D Programs:

**Goal 1: Provide educational opportunities for all students enrolled in Title I Part D funded programs in school districts and state supported programs to gain the academic skills needed to earn a high school diploma or the equivalent.**

**Objective 1a:** Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in reading.



**Outcome 1a(i):** 50% of students in an adult correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1a(ii):** 50% of students in a juvenile correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1a(iii):** 50% of students in a juvenile detention facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1a(iv):** 35% of students in a behavioral health or other type of facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1a(v):** 25% of students in an adult correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1a(vi):** 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.

**Objective 1b:** Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in mathematics.

**Outcome 1b(i):** 50% of students in an adult correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1b(ii):** 50% of students in a juvenile correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1b(iii):** 50% of students in a juvenile detention facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1b(iv):** 35% of students in a behavioral health or other type of facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1b(v):** 25% of students in an adult correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Outcome 1b(vi):** 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

**Objective 1c:** Students in Title I Part D funded programs earn credits toward a high school diploma or equivalent.

**Outcome 1c(i):** 80% of students in a juvenile correctional facility earn secondary school course credits.

**Outcome 1c(ii):** 50% of students in a juvenile detention facility earn secondary school course credits.

**Objective 1d:** Students in Title I Part D funded programs earn a high school diploma or equivalent.

**Outcome 1d(i):** 60% of students in an adult correctional facility earn a high school diploma or equivalent.

**Outcome 1d(ii):** 60% of students in a juvenile correctional facility earn a high school diploma or equivalent

**Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*

1. *Include a score of proficient on the State's annual English language proficiency assessment;*



2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
3. *Not include performance on an academic content assessment.*

As a minority-majority state, New Mexico is committed to ensuring that our English Learners and Immigrant students are provided the supports needed to succeed academically, linguistically and culturally. New Mexico's standardized entrance and exit procedures for EL students are consistent with 3113(b)(2) of ESSA and have been adopted into state regulation. Pursuant to 6.29.5.11-12 NMAC, all New Mexico public school districts must use the department-approved New Mexico Language Usage Survey (LUS) to identify potential EL students. Though the procedure was unchanged, the LUS replaces all locally-generated home language surveys. The amendment in state regulation provided the opportunity to clarify both the entrance and exit procedures to achieve a more uniform process across the state. For students in which a language other than English is identified in the LUS, the student must be screened with the department-approved language screener, currently the WIDA Access Placement Test (W-APT).

Beginning with 2017-2018 school year, the state will move from W-APT to WIDA's online WIDA Screener for grades 1-12 (W-APT will be used for Kindergarten).

Students that do not meet the established criteria will be classified as EL students. EL students must be annually assessed on the department-approved English language proficiency assessment, WIDA's ACCESS for ELLs 2.0, a computer-adaptive test. The state's exit criterion is an overall (composite) score of 5.0 or greater. EL students that achieve a 5.0 or greater on the ACCESS for ELLs 2.0 assessment are reclassified to fluent English proficient (RFEP).

At that time, RFEPs must be monitored for academic success for two years. Districts that are Title III sub-grantees must monitor academic performance of RFEPs for four years after initially exiting EL status. The PED has established standardized entrance and exit procedures, protocols, and assessments to improve the process of identifying EL students in a uniform and consistent manner across all LEAs.

The PED's Bilingual Multicultural Education Bureau (BMEB), which directly oversees Title III, has developed the LUS and accompanying guidance handbook in consultation with relevant stakeholder input including district and charter personnel and the regional OCR Denver office staff. The LUS form and guidance handbook, sample parent notification letters and frequently-asked-questions (FAQs) are available in English, Spanish and Navajo.

The pertinent state regulation, the communication memorandum, LUS form, guidance handbook, and additional resources, including training videos, are available on the PED's BMEB dedicated webpage for serving EL students: : [http://ped.state.nm.us/ped/Bilingual\\_ServingELs.html](http://ped.state.nm.us/ped/Bilingual_ServingELs.html)

#### **Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. *Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21<sup>st</sup> Century Community Learning Centers (CCLC) Program by supervising the awarding of funds to eligible organizations and providing technical assistance (TA) to subgrantees. The PED is currently in the 1<sup>st</sup> year of a four year funding cycle for 21<sup>st</sup> CCLC Programs funding 13 grantees and approximately 100 schools across the state. Grantees, as part of the Request for Proposal



(RfP) application process are required to ensure a 75% attendance rate in the 21<sup>st</sup> CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:

- i. English language learners,
- ii. Native Americans,
- iii. In the lowest 25% quartile of achievement,
- iv. Experiencing homelessness, and
1. Academically supported through the use of Individualized Education Programs (IEPs).

Through these requirements, strategies supporting elementary to middle school or junior high transitions, middle school or junior high to high school transition and high school to college and career pathways as discussed in Section 6.1.A, are reinforced and inclusive of these at-risk populations. In particular, supporting the physical development, health, and well-being of students engaged in afterschool programming is an established norm of 21<sup>st</sup> CCLC Programs across the state and reinforced through opportunities for physical activity improved academic programming and afterschool snack funding through the PED or afterschool meal funding opportunities through the New Mexico Children, Youth, and Families Department (CYFD). The STEM focus, and in some instances a STEAM focus (Science, Technology, Engineering, Arts and Math), is an element of every funded 21<sup>st</sup> CCLC grantee. Ongoing technical support and training opportunities are provided by the PED's 21<sup>st</sup> Century Program and the PED's Math and Science Bureau as well as through Ongoing partnerships with New Mexico's universities (e.g., the New Mexico State University's STEM Outreach Center and museums (e.g., Explora).

The technical assistance provided to sub-grantees is delivered through a variety of methodologies:

- Monthly 21<sup>st</sup> CCLC state webinars are hosted by the State Coordinator.
- Quality Management Consultants (QMCs), PED contractors who are retired administrators and educators, conduct monthly phone calls with program directors to discuss challenges and solutions, working to continually improve program quality.
- In-person trainings take place for all sub-grantees once per year. These in-person trainings are facilitated during the annual conference held in collaboration with the New Mexico Out-of-School Time Network. The most recent in-person training focused on the following three topics:
  - Enrollment and retention through intentionally creating a "Culture of Achievement";
  - Strategies to provide college and career readiness opportunities at all grade levels, and,
  - Federal grant fiscal expectations and requirements. This conference is also held in collaboration with Title I, using funds from both programs to support annual conference costs
- The [21<sup>st</sup> CCLC Standard Operating Procedures Manual](#) provides all deliverable templates, monitoring tools and guidance documents for sub-grantees throughout the four year funding cycle.
- The Spring Action Plan and Continuation Report, contained within the Semiannual Report Template, specifically incorporate the Principles of Effectiveness (§4205(b)(1)(A)-(C)), and also place focus on family involvement throughout the academic year.
- Site visits are conducted once per semester (per sub-grantee).
- On-going communication is conducted between the State Coordinator and sub-grantees.
- The PED also conducts semiannual surveys, requesting program feedback from families, students, 21<sup>st</sup> CCLC team members and traditional learning day teachers. The feedback



collected is then used in the continuous quality improvement cycle across all learning centers in New Mexico.

- Fiscal Year 2016 Results

- Ninety-five percent (95%) of the family survey responses (3,775) contain an affirmative response, agreeing or strongly agreeing that the 21<sup>st</sup> CCLC program being offered in their community is high quality.
- Ninety-two percent (92%) of student survey responses (5,429) contain an affirmative response, agreeing or strongly agreeing that the out-of-school time program being offered at their learning center is high quality.
- Ninety-five percent (95%) of 21<sup>st</sup> CCLC team member responses (440) contain an affirmative response, agreeing or strongly agreeing that the 21<sup>st</sup> CCLC program being offered at their place of work is high quality.

Sixty-two percent (62%) of traditional learning day teachers (3,637) reported seeing an increase in students' academic performance throughout their participation in the 21<sup>st</sup> CCLC program.

- ii. *Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21<sup>st</sup> Century Community Learning Centers (CCLC) Program by continuing to award funds via a competitive proposal process, which uses a detailed, analytic peer review rubric to score grant proposals. The 21<sup>st</sup> CCLC RfP is released every four years, provides sub-grantees with four years of funding, during which, funded entities must work toward sustainability. The RfP will continue to remain open to all public and private entities serving students who attend a qualifying school. Qualifying schools must meet the following criteria:

- A school that is Schoolwide Title I under Section 1114;
- At least 35% of the student population is identified as having an economic need for additional services, as demonstrated through free and reduced lunch eligibility data or by the USDA Community Eligibility Provision (CEP); and
- The student population at a school served must demonstrate academic need for additional services, as demonstrated by a school earning a C, D or F on its overall school report card, a D or F in a school's quartile one grade (growth of lowest performing students) or by earning low scores (31% or more of all students scored below Level 3) on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

Finally, the RfP outlines details regarding the services that must be provided for students and families participating in the 21<sup>st</sup> CCLC program:

- Provide, as appropriate, 21<sup>st</sup> CCLC programming outside of the traditional learning day or periods when school is not in session, such as before and after school, holidays, weekends or summer recess.
- Meet and document, at a minimum, the program delivery requirement at each learning center: eight (8) hours per week for a minimum of thirty (30) weeks.
- Provide PED approved balanced program offerings that reinforce content introduced during the traditional learning day and provide real-world, hands-on applications of content.



- Provide U.S. Department of Agriculture (USDA) approved snacks and/or meals for participating students using resources other than 21<sup>st</sup> CCLC funds.
- Provide 21<sup>st</sup> CCLC programming at no cost to the students and families.
- Demonstrate and document partnership(s) with participating community resources.
- Demonstrate and document partnership(s) with participating local education agencies (LEAs) and principals from targeted schools.
- Ensure a 75% attendance rate in the 21<sup>st</sup> CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:
  - English language learners,
  - Native Americans,
  - In the lowest 25% quartile of achievement,
  - Experiencing homelessness, and
  - Academically supported through the use of Individualized Education Programs (IEPs).
- Provide access to learning and developmental opportunities for children with disabilities.
- Recruit families of participating students to attend events that showcase, in an interactive way, student work and learning. Events should be held once each semester.
- Recruit families of participating students to engage in educational services provided for them by 21<sup>st</sup> CCLC. These services should target parents/legal guardians. At least two adult education sessions should be offered each semester.
  - The adult education topics are selected based on family survey feedback.
  - In Fiscal Year 2016, families ranked the following topics as most pertinent for their needs.
  - Forty-five percent (45%) requested workshops that will allow them to better assist their children with homework.
  - Forty-four percent (44%) requested cooking workshops, in order to gain skills for preparing healthy, quick, and inexpensive meals.
  - Forty percent (40%) requested computer workshops that provide beginning skills in technology.

By providing 21<sup>st</sup> CCLC services at schools meeting the criteria for qualifying schools, the opportunity to reach underserved students increases substantially, thereby allowing the PED to serve students, at all grade levels, who demonstrate the greatest need for additional support. 21<sup>st</sup> CCLC Programs in New Mexico will be able to complement strategies identified for, and funding provided by, Student Support and Academic Grants across the state

**Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

The Rural and Low Income Schools Program provides flexibility for LEAs to use grant funding to supplement the funding they receive under various ESSA programs. Specifically, RLIS grant funding can be used for activities authorized under Title I Part A, Title II Part A, Title III, Title IV Part A and for parental involvement activities. As grant funds are to be used based on needs identified by each LEA, the PED's measurable goals and objectives for this program will be based on the specific set of activities the LEA has opted to implement. LEAs will be required to use the RLIS funds to support



the Title program(s) they have selected. Therefore, the measurable program objectives will be aligned with the specific Title program(s).

Use of Funds	Program Objectives and Outcomes
Title I Part A	Academic Achievement goals and measures of interim progress under Section 1
Title II Part A	Rates that students in Title I schools are taught by ineffective, out-of-field, and inexperienced teachers compared to students in non-Title I schools under Section 5.3.
Title III	English Language Proficiency goals and measures of interim progress under Section 1
Title IV Part A	Academic Achievement goals and measures of interim progress under Section 1
Parental Involvement	Academic Achievement goals and measures of interim progress under Section 1

### **McKinney-Vento Act.**

- i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Children and youths who are homeless endure hardships that are unimaginable compared to their peers. These children struggle daily and have the same right to a free, appropriate public education, including public preschool education, as provided to other children and youths. To ensure that children and youths who are homeless have access to public education and are supported in their efforts, each public agency has must adopted and implemented policies and procedures guaranteeing the evaluation and identification of these individuals.

The Public Education Department (PED) and all Local Education Agencies (LEAs) are required to identify and remove any state policies or practices that may act as barriers to the identification, enrollment, attendance, and school success of children and youths who are homeless, including barriers associated with student fees, fines and/or absences. To ensure that barriers to public education are removed, the PED will develop a model policy, inclusive of school discipline, for statewide dissemination. In developing a model policy, the PED will provide samples of policies and forms on the PED website that LEAs may use as templates to assist with the identification of children and youths who are experiencing homelessness. PED will also provide timely email communication to New Mexico Homeless Liaisons when new resources become available and have been posted to the PED website. Specific identification tools will include the following:

- New Mexico Residency Questionnaire;
- Referral Forms;
- Local Liaison Contact Information;
- Homeless Student Needs Assessment for Services;
- Educational materials for students and parents in a language easily understood by families and students;
- McKinney-Vento awareness posters (for parents and students) to be distributed to places that children, youths, and families who are experiencing homelessness frequent (food banks, Income Support Division, New Mexico Human Services Department, Housing Authorities, laundry mats, etc.); and,
- The National Center for Homeless Education's LEA Needs Assessment (uses local data to help strengthen programs and make decisions).



Districts will then provide the PED of written assurances for their adoption of the PED model policy, or will communicate to the PED modification of the model policy for individual district needs. Existing collaborative partnerships among bureaus and divisions within the PED will also assist the PED in identifying strategies for select populations (e.g., the Coordinated School Health and Wellness Bureau will work with the Indian Education Division in relation to identifying and evaluating children and youths who are experiencing homelessness from New Mexico's 23 tribes and pueblos attending New Mexico schools).

The PED will create a process for reviewing and revising policies that will include a review of school discipline policies that disproportionately impact students experiencing homelessness, including children and youth:

- Of Color;
- Who identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ);
- Who are English language learners; and,
- Who have a disability.

Finally, to avoid unforeseen barriers for the identification and assessment of children and youths who are homeless, the PED will seek input from parents and advocates of students who are homeless concerning their needs and resources they would find most helpful, and will incorporate appropriate input into the model policy and will be reflected on the McKinney-Vento Homeless Education state plan as required in ESSA. This input will be gathered through the collaboration with LEA Homeless Liaisons and shelter and service providers for students and families who are homeless.

- ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

Many staff are unaware of the challenges homeless children face or are ill equipped to deal with these students. To heighten the awareness of school personnel to the specific needs of children and youths who are homeless, the PED's Education for Homeless Children and Youths (EHCY) State Coordinator routinely provides training, technical assistance and dissemination of information about children and youths who are homeless for all program liaisons, school districts, community based organizations to include Housing and Urban Development (HUD) and Runaway and Homeless Youth Act (RHYA) partners and educational entities on a regular basis. The Coordinator also held a statewide professional development and training webinar on October 12, 2016, in conjunction with the National Association for the Education of Homeless Youth (<http://naehcy.org/>) for liaisons concerning the responsibilities involved in supporting children and youths who are homeless.

To further the efforts for heightening the awareness of school personnel to the needs of children and youths who are homeless, the Coordinator recently researched and successfully identified an on-line professional development program designed specifically for Homeless Liaisons, and is currently in the process of purchasing and implementing the training program, Edify Kickstand professional development program (<http://www.kickstandsystems.com/>) with the dissemination of multiple licenses to LEAs across the state. This represents an innovative approach for PED's program for statewide training of Homeless Education liaisons, as this program will track and certify liaisons' successful training and professional development requirements for this program.



- iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

District liaisons act as initial contacts for disputes regarding the educational placement of children and youths who are experiencing homelessness. The PED will develop model policies and procedures that meet ESSA requirements for the LEAs' Boards of Education or Governing Councils to adopt during the 17-18 school year.

When the LEA applies for McKinney-Vento funds on an annual basis, the LEA will need to meet the assurance that they have the policies and procedures in place. Initially, LEA policies will be reviewed to ensure that they address the new legislative ESSA requirements that include the following elements:

- Immediate enrollment of students who are homeless in their school of choice pending resolution of the dispute;
- Guidelines on appropriate timeline;
- Processes for the appeals and final decisions;
- Development of written explanation of the dispute resolution process to be shared parents and or guardians; and
- The responsibility of the local liaison in carrying out the dispute resolution process and advocating for unaccompanied youth.

The PED will also develop sample Dispute Resolution Form(s) and Dispute Resolution policy/procedures and will place on the Coordinated School Health & Wellness Bureau website for LEAs. The procedures will state that students experiencing homelessness will have immediate enrollment in their school of choice pending resolution of the dispute. Guidelines on appropriate timelines and processes for the appeals and final decisions will be provided. Development of written explanation of the dispute resolution process will also be provided with the expectation that it will be shared with parents and or guardians. It is the responsibility of the local liaison to carry out the dispute resolution process and advocate for unaccompanied youth. New Mexico also has policies and procedures in place regarding complaints and disputes about a student who is homeless and needs access to special education and related services. Parents and families can resolve disputes through alternative dispute resolution options such as mediation, or take advantage of the formal dispute resolution process and file a state level complaint or due process hearing. This information can be accessed at [http://ped.state.nm.us/ped/SEB\\_index.html](http://ped.state.nm.us/ped/SEB_index.html).

- iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The PED will develop model policies and procedures for LEAs to initially adopt and will be required to meet assurances on an annual basis. The PED EHCY State Coordinator will also provide the following support to secondary education schools for identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit:

- Provide leadership, professional development, technical consultation, training, and direction to school districts, community based organizations and educational entities on how to identify and



link Out-of-School Unaccompanied Homeless Youths to public schools and other support services;

- Review and revise policies and barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily; and
- Provide strategies for identifying and re-enrolling Out-of-School Unaccompanied Homeless Youth on the PED website.

The PED will also work with SEA and LEA level dropout prevention and reengagement programs and community based organizations (to include runaway homeless youth programs, shelters, transitional living and street outreach programs, juvenile justice facilities, workforce development boards, migrant programs, etc.) in order to ensure that youths are identified and engaged in ways that meet their needs.

The PED will also update its rules regarding the transfer of credits, correspondence and distant learning courses and dual credit programs to ensure the needs of students who are homeless are met. Additionally, the PED will continue the collaborative partnership with other state agencies, courts, and other education advocates established through the Joint Education Task to assist secondary education schools in identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit. In December 2012, the New Mexico Supreme Court issued an order establishing the Joint Education Task Force, co-chaired by former Chief Justice Petra Jimenez Maes and Governor Susana Martinez, to provide the Court with collaborative advice, recommendations, and proposed strategies for addressing the educational needs of high risk children and youth, particularly those in the state's custody. A subgroup of this task force focused on credit recovery and provided recommendations to the state. Ongoing discussions and advancement around credit recovery strategies and solutions continue through the work of the New Mexico Children's Court Improvement Committee and other inter-agency collaboratives.

v. *Describe the SEA's procedures to ensure that homeless children and youths:*

1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

New Mexico, through its Standards for Excellence, require school districts to maintain and release all school records pursuant to the Family Educational Rights and Privacy Act, that records be stored in a safe and retrievable manner, and transcripts and copies of pertinent records of students transferring from one school to another shall be forwarded promptly upon written request by the receiving school. To ensure that children and youth who are homeless have access to public preschool programs, the PED EHCY State Coordinator will provide the following:

- Disseminate the McKinney-Vento/Every Student Succeeds Act legislation to all districts and State Charter Schools requiring the immediate enrollment of students who are homeless to all district personnel, including homeless liaisons, principals, superintendents, and counselors;
- Post the Education for Homeless Children and Youths Program Non-Regulatory Guidance on the PED website;
- Collaborate with the PED's Literacy and Early Childhood Education Bureau to discuss strategies to increase understanding of educational rights under the McKinney-Vento Act/ESSA for preschool students who are homeless;
- Ensure that activities are being conducted for students who are homeless;



- Collaborate with the PED's Transportation Bureau to review policies at SEA and LEA level to ensure transportation is provided as needed;
- Collaborate with the New Mexico Activities Association to review their policies in order to ensure of no restrictions for students who are homeless to fully participate in extra-curricular activities in school
- Collaborate with the Society for Health and Physical Educators (SHAPE) NM (<https://www.shapenewmexico.org/>) to promote inclusion for students who are homeless in extra-curricular activities per the prescribed guidelines;
- Ensure that transportation policies at SEA and LEA levels are not barriers to accessing academic and extracurricular activities and that transportation is provided as needed. To that end, the PED and New Mexico legislators are reviewing possible revisions to existing state statutes including § 22-16-4, *School bus routes; limitations; exceptions; minimum requirements*, § 22-8-29, *Transportation distributions; reports; payments*, and § 22-8-26, *Transportation Distributions* to ensure equitable transportation needs and defined processes of both students experiencing homelessness and students in foster care are addressed. The Standards for Excellence 6.29.1 NMAC rule will be reviewed for possible updates. This will require expedited evaluations for eligible students experiencing homelessness and students in foster care with perceived disabilities in order to avoid a gap in the provision of necessary services to those children and youths. Evaluations may also determine a possible need or eligibility for other programs and services.
- Collaborate with the Nutrition Program at PED and provide cross training to food service staff and to New Mexico Homeless Liaisons on the educational rights students who are homeless concerning immediate access to free meals if the school is participating in the U.S. Department of Agriculture's School Breakfast Program (SBP) or National School Lunch Program (NSLP) as administered by the PED's Coordinated School Health & Wellness Bureau; and,
- Provide information on USDA guidance on the PED's website on options available for LEA's in addressing food hunger including:
  - The Community Eligibility Provision which allows for schoolwide or district implementation that allows school(s) to aggregate free and reduced lunch percentages in order to provide free universal meal service in high poverty areas ([http://ped.state.nm.us/nutrition/2016/CEP\\_Planning\\_and\\_Implementation\\_Guidance\\_-\\_Fall\\_2016\\_Edition-\\_SP61-2016.pdf](http://ped.state.nm.us/nutrition/2016/CEP_Planning_and_Implementation_Guidance_-_Fall_2016_Edition-_SP61-2016.pdf)); and

Direct Certification which allows for student-level detailed data reported and stored on the PED's Student Teacher Accountability Reporting System (STARS) to be matched with monthly New Mexico Human Services Department student benefit data. The matching ensures that children eligible for free meals at school, as identified by the PED and/or HSD are receiving free meals.

- vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

To address problems concerning the education of children and youths who homeless, the PED EHCY State Coordinator will provide the following strategies:

- Convene a Statewide Advisory Committee of experts and stakeholders to review relevant State policies and procedures affecting homeless children and youths and provide input on changes that may be needed;



- Review policies and provide technical assistance to ensure that all students who are homeless remain in their schools of origin when possible unless parents request otherwise;
- Ensure that LEAs make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors;
- Ensure that LEAs receive technical assistance and resources regarding their ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths;
- Ensure that LEAs continue to follow state and federal guideline regarding immediately enrolling children and youths who are homeless, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. The enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic or other records (allowing for attending and participating fully in school activities, immediately upon the student being identified as eligible for McKinney-Vento rights and services);
- Collaborate with the New Mexico Department of Health’s Immunization Bureau in continuing to provide communication and technical assistance regarding a child or youth who is homeless needing to obtain immunizations or other required health records and provide written guidance annual, and through the LEA assurance policy, of the immediate enrollment of a student experiencing homelessness regardless of the student’s ability to provide immunization records upon enrollment;
- Provide guidance on recording keeping to ensure that records ordinarily kept by LEAs (immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs) will be maintained so that they are available in a timely fashion when the child who is homeless enters a new school or school district;
- Continue to collaborate with the NM Department of Health to revise requirement of proof of immunization for homeless students. Information will be provided to LEAs regarding the review and revision of the immunization policy;
- Provide training to Homeless Liaisons and LEA personnel regarding the new requirements of McKinney-Vento Act via the Edify Kickstand Homeless Liaison Professional Development Program;
- Provide the Local Education Agency Liaison Toolkit to all LEA Liaisons with ongoing training and technical assistance; and
- Provide LEAs with information on how to prevent enrollment delays and provide an on-line professional development program for Homeless Liaisons in the Spring of 2017. This will include information and strategies on:
  - Best interest determinations
  - Transportation
  - Attendance
  - Immediate enrollment
  - Maintaining records so they are easily available for transfers
  - How to provide records normally required for enrollment
  - Enrollment deadlines
  - Outstanding fees
  - What it means to attend class and fully participate in school activities

### **Additional Information Required for Submission**

1. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
  - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - ii. The challenging State academic standards.

[Please see section 4.1.A.iv and A.4.iii.c.1]

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The New Mexico (NM) Public Education Department (PED) will assist local education agencies (LEAs) in supporting the continuum of students' education from preschool through grade 12 through the formula-based applications. Allocations would be based on each LEA's share of funds under Title I, Part A of the ESEA with the allowance per section 4105(a)(3) for LEAs to form consortia and combine allocations (in New Mexico this may be done through regional education cooperatives that provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools) as part of the application process for the Student Support and Academic Enrichment (SSAE) Program, as outlined in Title IV, Part A. LEAs will provide services for all students through the following strategies.

A. The Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description of SSAE program activities to be provided throughout the fiscal year, inclusive of which specialized instructional support personnel will be involved the delivery of services.

- b. The RfA will highlight the allowable expenditures for Well-Rounded Educational Opportunities (ESEA section 4107) in New Mexico include the following:
  - i. Improving access to foreign language instruction, arts, and music education;
  - ii. Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA);
  - iii. Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups;
  - iv. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools; and
  - v. Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.



- c. The RfA will highlight the allowable expenditures for Safe and Healthy Students (ESEA section 4108), inclusive of community-based service and program partnerships, including the following:
  - i. Promoting community and parent involvement in schools;
  - ii. Providing school-based mental health services and counseling;
  - iii. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;
  - iv. Establishing or improving dropout prevention;
  - v. Supporting re-entry programs and transition services for justice-involved youth;
  - vi. Implementing programs that support a healthy, active lifestyle (nutritional and physical education);
  - vii. Implementing systems and practices to prevent bullying and harassment; and
  - viii. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

The RfA will highlight the following allowable expenditures for Effective Use of Technology (ESEA section 4109) including increasing access to personalized, rigorous learning experiences supported by technology by:

- ix. Providing technical assistance to improve the ability of LEAs to—
  - 1. Identify and address technology readiness needs, including infrastructure and access (devices, access to libraries, connectivity, operating systems, software, related network infrastructure, and data security);
  - 2. Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students;
  - 3. Build capacity for principals, other schools leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning;
- x. Supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;
- xi. Developing or using innovative or evidence-based strategies for the delivery of specialized or rigorous academic courses;
- xii. Disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications;
- xiii. Providing teachers, paraprofessionals, school librarians and media personnel, and administrators with the knowledge and skills to use technology efficiently;
- xiv. Making instructional content widely available through open educational resources;
- xv. Personalized learning content, devices, resources; and
- xvi. Technological capacity and infrastructure

B. The FY18 SSAE RfA issued by the PED, will include the following additional requirements for LEAs receiving \$30,000.00 or more.

- d. For an LEA or consortium that receives \$30,000 or more, use—
  - i. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
  - ii. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
  - iii. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing



technology infrastructure as described in section 4109(b) (devices, equipment, software, and digital content).

- e. For an LEA or consortium that receives \$30,000 or more, a needs assessment must be conducted and included in the application. The data collected from the needs assessment will be used to determine allocations within the Local Education Agencies (LEAs's) FY18 SSAE budget. The needs assessment must address the needs of applicable subgroup populations within the LEA such as students with disabilities, students who are homeless or in foster care, and English Learners.
2. The PED, in developing the RfA, reviewing applications, awarding funds, monitoring funds, and providing technical assistance will implement cross bureau and division collaboration utilizing content experts across the spectrum of allowable activities. The lead staff for the Student Support and Academic Enrichment Grant in FY18 will be housed within the Coordinated School Health & Wellness Bureau (CSHWB) with salary and benefit compensation coming from the 1% administrative and a percentage of the 4% technical assistance funds allowed to be reserved to support this needed full-time equivalent position. The balance of the technical assistance funds will be used for cross bureau and division collaboration in the planning of technical assistance webinars, workshops, and/or conferences that focus on those activities most identified for implementation by the local education agencies.

In addition to the Coordinated School Health & Wellness Bureau, collaboration for this grant will include designated staff from the PED IT Division, the PED Policy Division, the PED Indian Education Division, the Bilingual and Multicultural Education Bureau, the Special Education Bureau, the College and Career Readiness Bureau, and the Math and Science Bureau among others. The lead staff from the CSHWB would work with the bureau director and designated division directors in order to develop a timeline of each process of the grant from development of the RfA to monitoring financial and programmatic aspects of the awards to the provision of quality technical assistance.

The RfA will also direct applicants to New Mexico's Student Teacher Accountability Reporting System (STARS) for data elements to assist LEAs in their needs assessment in relation to subgroups of students including children with disabilities, English Learners, migrant children, and homeless children among others. The RfA will stress the complete subgroups of students to be considered by an LEA when developing an application.

Additionally, the PED will work with the New Mexico Children, Youth, and Families Department and other pertinent state agencies in the provision of resources and contacts as they relate to children and youth in foster care and youth in transition (e.g., you in juvenile justice facilities and/or residential child care institutions, as appropriate, to further assist LEAs in their planning and implementation efforts.

Finally, given the diversity of cultures within New Mexico, specific collaboration with the PED's Indian Education Division will focus on providing support to the 23 (out of 89) New Mexico Native-serving school districts and to the six charter schools serving American Indian students on and off tribal land.



3. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The PED is focused on quality technical assistance and collaborative partnerships to support successful transitions from preschool through high school and college and career pathways. In order to advise and prepare and improve the readiness of homeless youths and other disenfranchised youth populations, the PED Education for Homeless Children and Youth (EHCY) State Coordinator, through intra-agency collaborations (Special Education, Title I, College and Career Readiness Bureaus), will continue to provide leadership, professional development, technical consultation and training to school districts, community-based organizations and educational entities on strategies for removing barriers to the successful transition from high school to college and career pathways. In addition, the EHCY State Coordinator is a member of the state's Individuals with Disabilities Education Act advisory panel and serves as the chair of the panel's ESSA subcommittee ensuring these collaborative efforts are happening while supporting the state's ESSA plan.

The initial steps from within the PED included updating the state rule pertaining to the Student Assistance Team (SAT) process requiring undue delay for a student who is homeless receiving an evaluation for special education and related services. Educational research has shown that the earlier an intervention takes place, the more likely a student will be successful in school and reduces the likelihood of dropping out from school. In addition, the PED will review, and update, as needed, New Mexico Administrative Code (NMAC) 6.29.1, Standards for Excellence, with attention to 6.29.1.8(J)(3), Transfer of credits and credit accrual, and 6.29.1.8(J)(4), Correspondence courses, as well as NMAC 6.30.8, Distance Learning, to ensure that the needs of students who are homeless are met as well as support further attainment in the strategic lever that all students are ready for success while further demonstrating growth in New Mexico's graduation rate.

The ECHY Coordinator will work closely with the College and Career Readiness Bureau (CCRB) and Special Education Bureau (SEB) on the state and federal requirements for graduation. All students in New Mexico are required to have a Next Step Plan (NSP) beginning at age fourteen (14) focusing on the transition from middle school to high school that focuses on students' career pathway with short and long-term goals, courses of study and credit attainment in a career cluster. New Mexico exceeds federal law and requires transition planning to begin for students with disabilities no later than the age of fourteen (14). This transition planning along with the transfer of student rights begins at the age 14 through the student's individualized education program (IEP) team meeting which includes the student and parent(s). The elements of the NSP are integrated into the student's IEP and include data from career interests/surveys, post-secondary goals and the services needed to attain those goals, courses of study and IEP goals. The state's coordinator will work with both bureaus and LEAs by updating technical assistance materials, providing information on state and federal requirements and encouraging LEAs to develop NSPs and IEP transitions plans for youth who are homeless, and at-risk for dropping out of school, at an earlier age and ensuring such plans are provided from sending schools to receiving schools and updated as soon as possible after the student enrolls.

The PED will also build upon earlier successes as demonstrated in the College and Career Academies implemented through the PED's Coordinated School Health and Wellness Bureau in collaboration with the PED's College and Career Readiness Bureau. While these academies focused on a specific target audience (expectant and parenting teens), the structure and goals of the academies may readily be applied to youths who are homeless. Students at the academies



participated in a career assessment inventory to determine their career interests and available occupations. Students were then placed in career cluster groups (e.g., health science, science-technology-engineering-math, business, human services, etc.) according to the results of their assessment. University staff at each site led career cluster groups based on their expertise assisted students in learning about different careers, needed courses, opportunities to move their interest forward, and work-based opportunities. Counselors, as attendees, would be walked through how to work with students through presentations and strategies focusing on enhancing work readiness and life skills and achieving success in post-secondary studies and in employment, including areas such as strong work ethic, being on time, communication, time management, teamwork, problem solving, and self-confidence. The opportunity to modify these academies across the state with a focus on having high school counselors as attendees for a “train-the-trainer” approach would provide counselors the skills to incorporate the strategies embedded in the academies at the local level.

In planning future academies and providing technical assistance both during and post-academy to high school counselors across the state, the PED will be able to provide needed information to high school counselors in relation to both the expectations, per ESSA, of access to education and college and career readiness for students identified as homeless under the McKinney-Vento Act and to resources at both the state (e.g., PED’s McKinney-Vento Program) and national (e.g., The National Association for the Education of Homeless Children and Youth) level to assist counselors in working with this target population. In addition the PED will be including special education social workers and special education teachers who are case managers of students with disabilities since they are usually the staff members providing support to the students, are written in the IEP, and assist students who are homeless with a disability with transition from high school to college and career. Lastly, the state’s drop-out/truancy coaches will be provided professional development in this area in order to support youth who are homeless.

As youths who are homeless may sometimes face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network, both the College and Career Academies and the statewide and LEA-specific technical assistance provided by the state coordinator and local homeless liaisons will further the abilities and expertise of high school counselors and special education social workers as they work with homeless youths. Further opportunities to assist LEAs will occur through the various means the EHCY State Coordinator utilizes to evaluate the needs of students experiencing homelessness in New Mexico’s educational system including the National Center for Homeless Education’s (NCHE) State Educational Agency (SEA) level Needs Assessment Worksheet to conduct SEA level evaluations regarding Homeless Education. As EHCY sub-grantees are also required to complete the Local Educational Agency (LEA) level Needs Assessment Worksheet annually, feedback from the needs assessment may help further drive the training needs for counselors working with youths who are homeless.

Finally, partnering with the New Mexico School Counselors Association ( <http://www.nmsca.org/> ), a division of the American School Counselor Association in both promoting training and technical assistance opportunities specific to the needs of youths who are homeless and in disseminating requirements and information to remove barriers to learning and support the transition from high school to post-secondary education to high school counselors across the state will only further support the PED in addressing the needs of youths who are homeless.



## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)



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A	Measurements of Interim Progress
B	ESSA Workgroup Future-Ready
C	ESSA LESC Future-Ready
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E	Decreased Time for Testing
F	ESEA Waiver 2012
G	ESEA Waiver 2014
H	ESEA Waiver 2015
I	School Grading Technical Guide
J	Community Meeting Agenda
K	Community Meeting Flyer (Spanish)
L	Example Report Card - Elementary/Middle School Model
M	Example Report Card - High School Model
N	Graduation Technical Manual
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P	Difference in Rates
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### Route to 66 Goal:

By 2030, 66% of working-age New Mexicans will earn a college degree or post-secondary credential



### New Mexico ESSA Academic Achievement Goals:

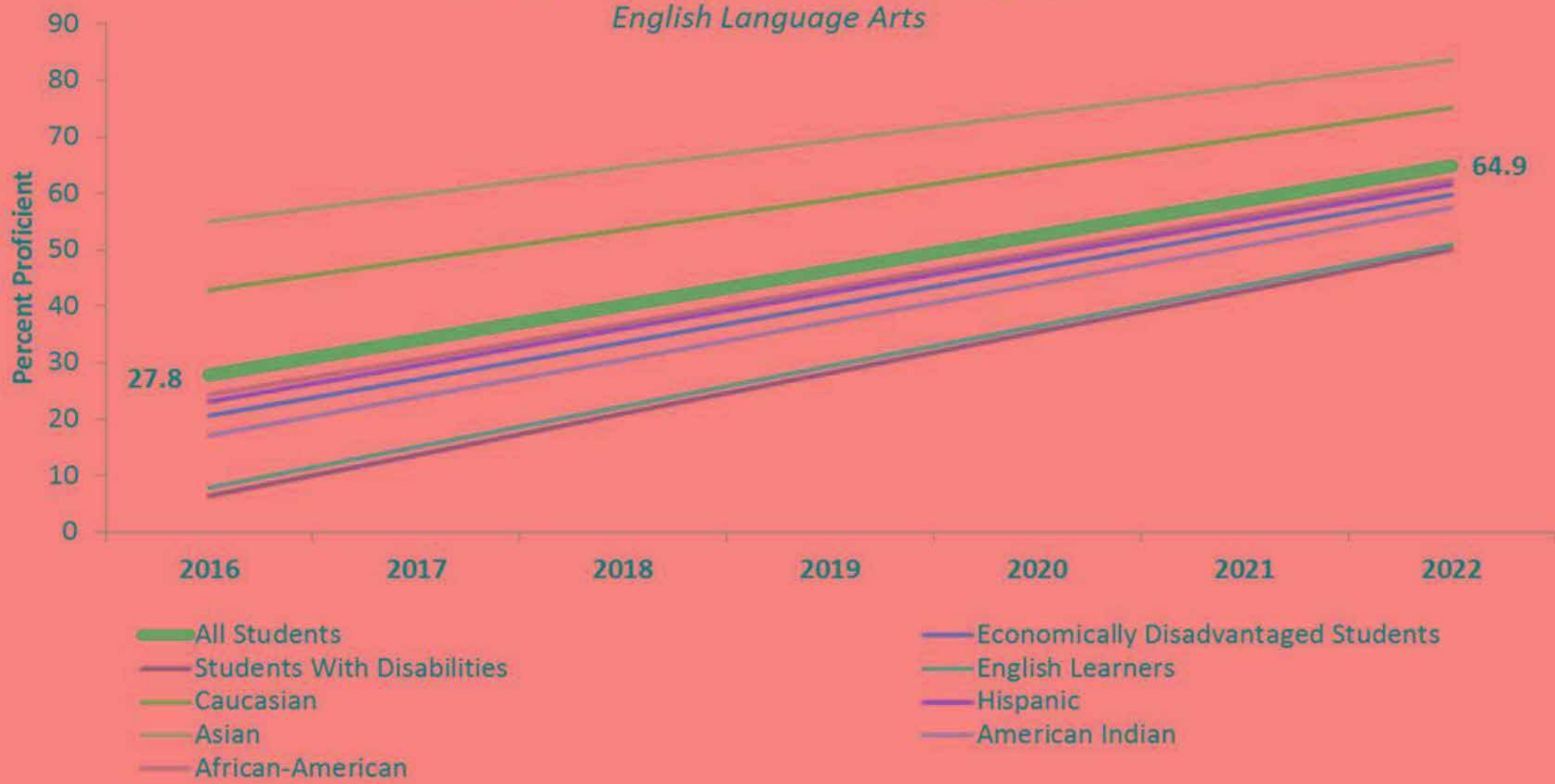
By 2022, 64.9% of students proficient on PARCC ELA and 61.2% of students proficient on PARCC Math



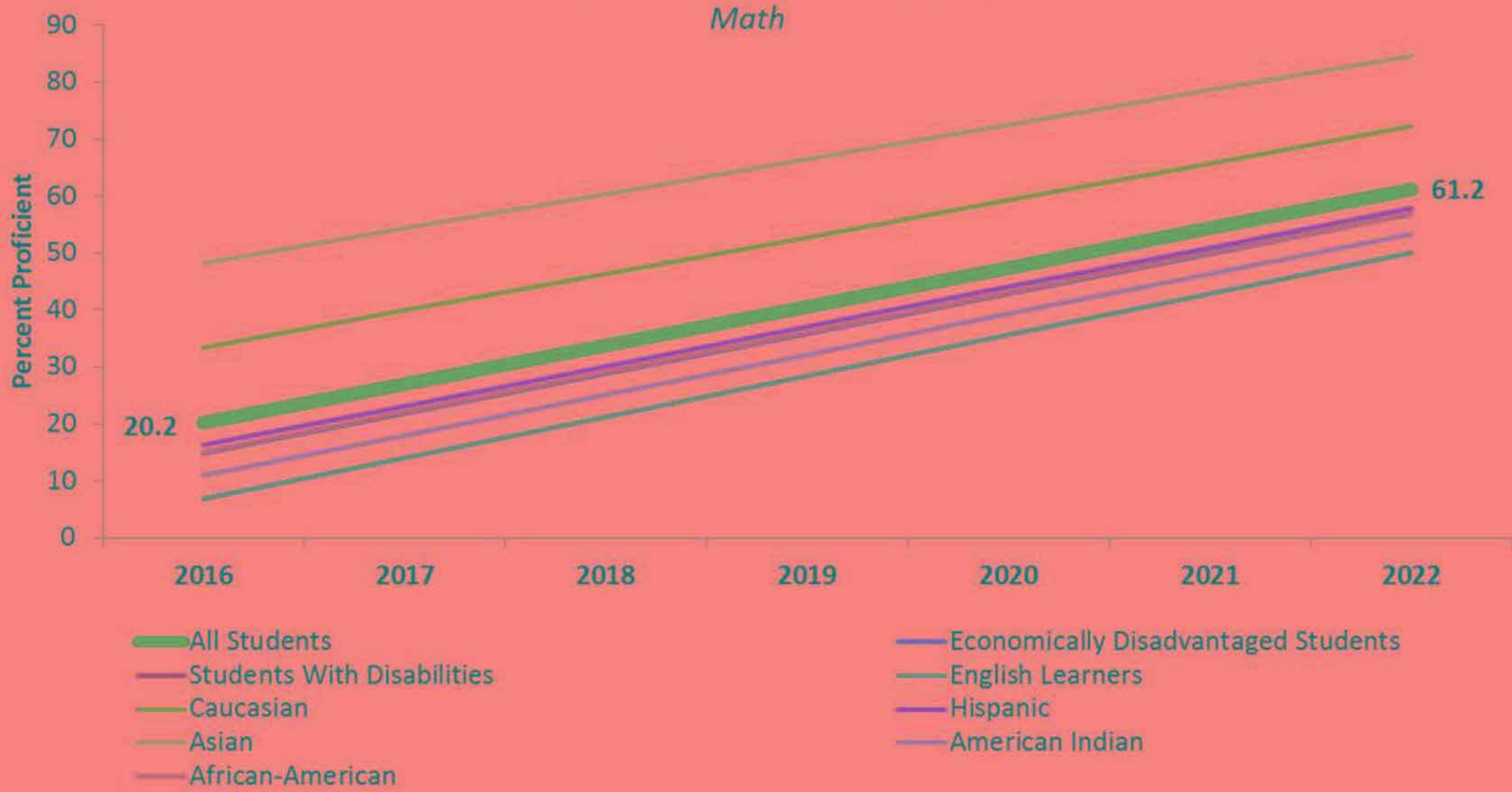
### Strategic Plan 2017-2020: Kids First, New Mexico Wins Vision:

By 2020, New Mexico will be the fastest growing state in the nation when it comes to student outcomes

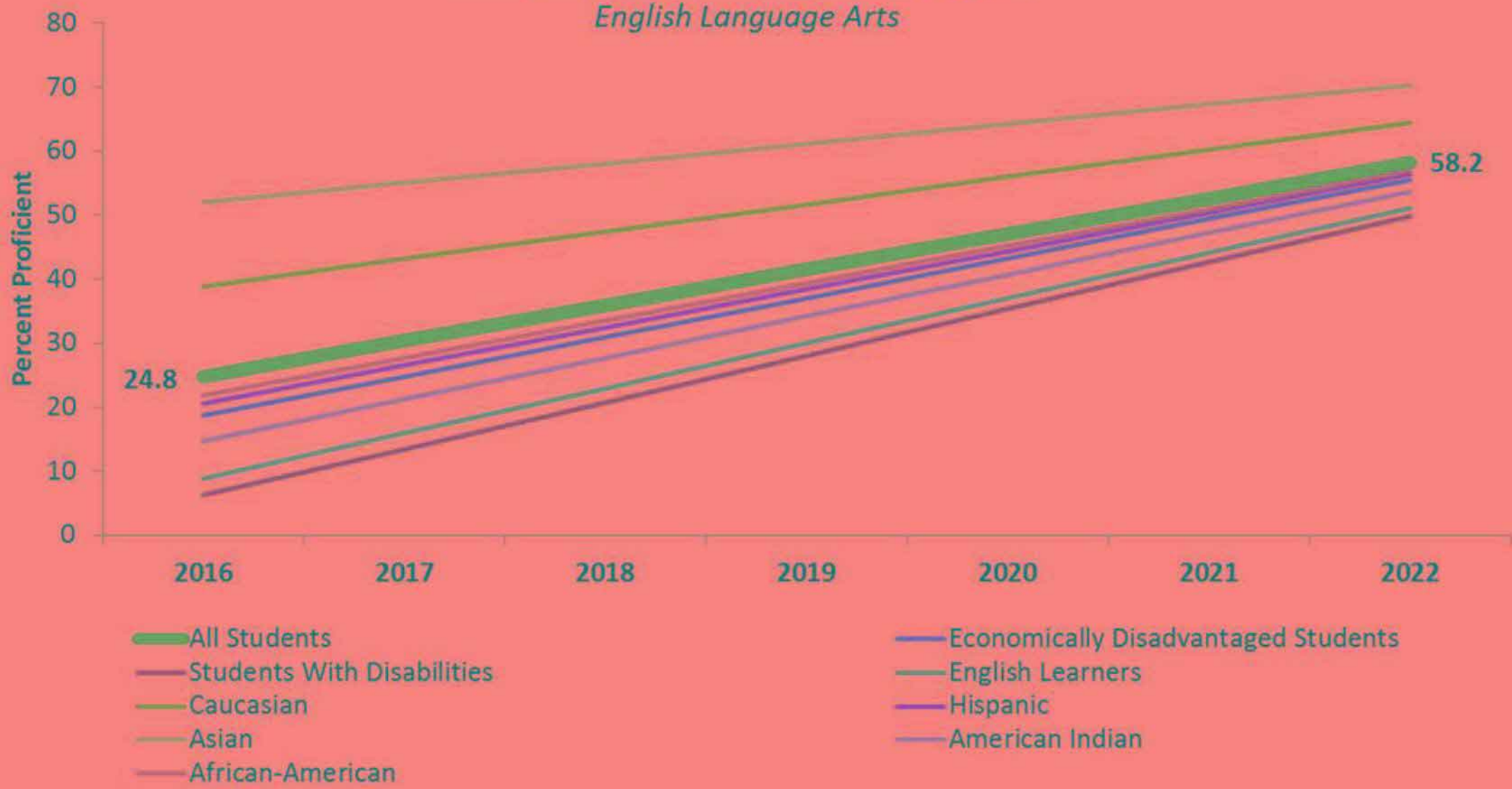
### All Students Interim Measures of Progress English Language Arts



### All Students Interim Measures of Progress Math

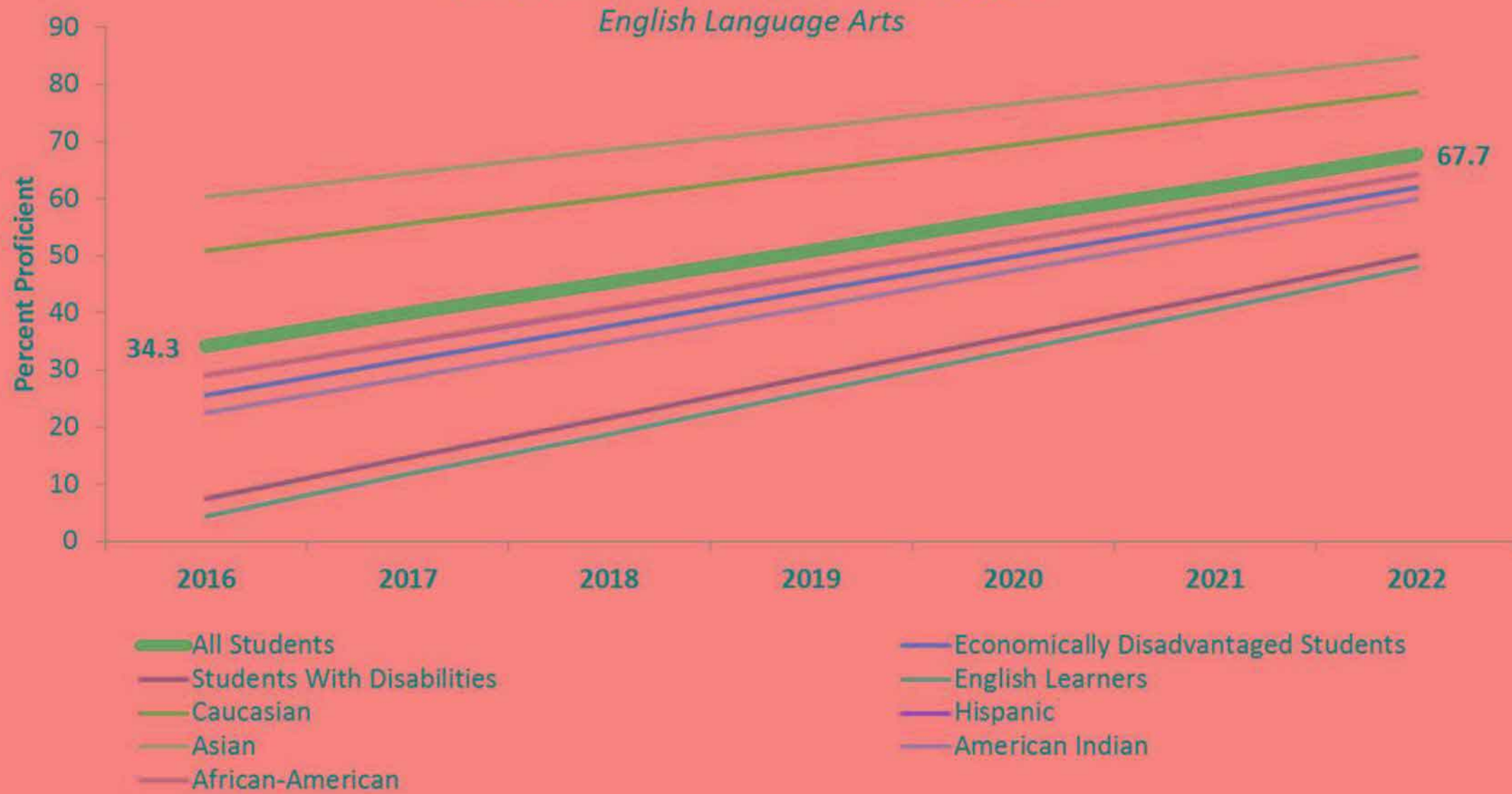


### Grades 3-8 Interim Measures of Progress English Language Arts



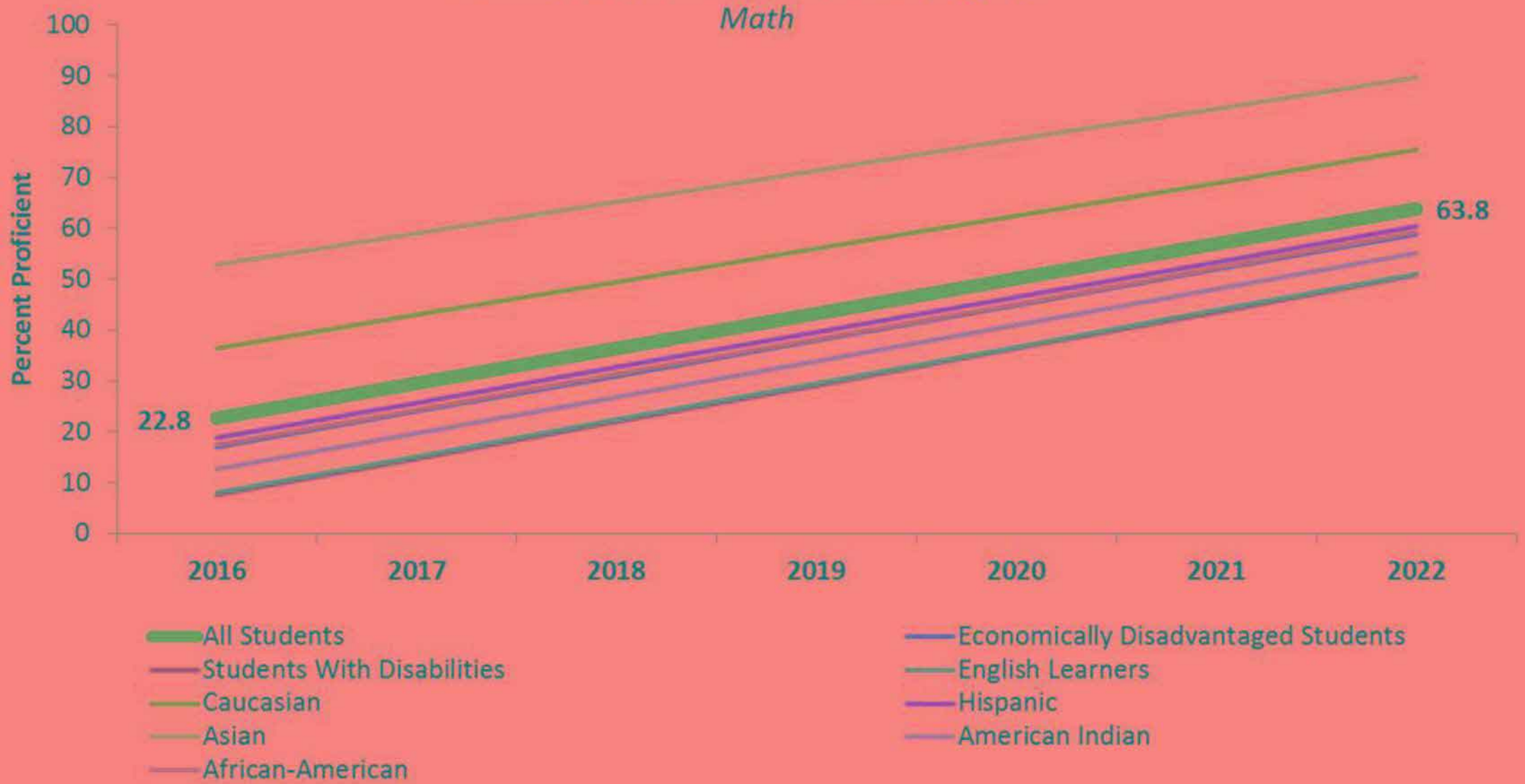


### Grades 9-11 Interim Measures of Progress English Language Arts

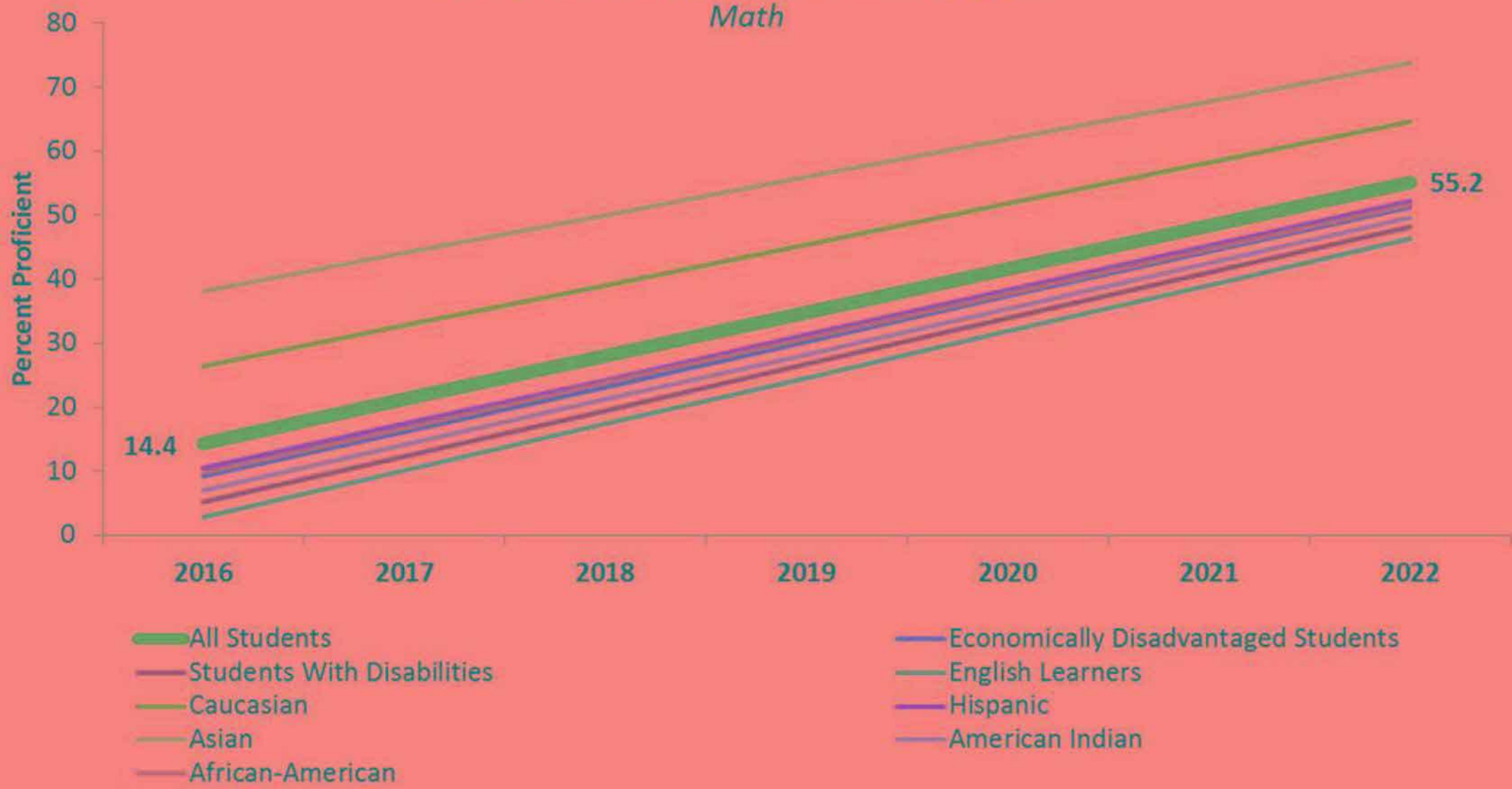




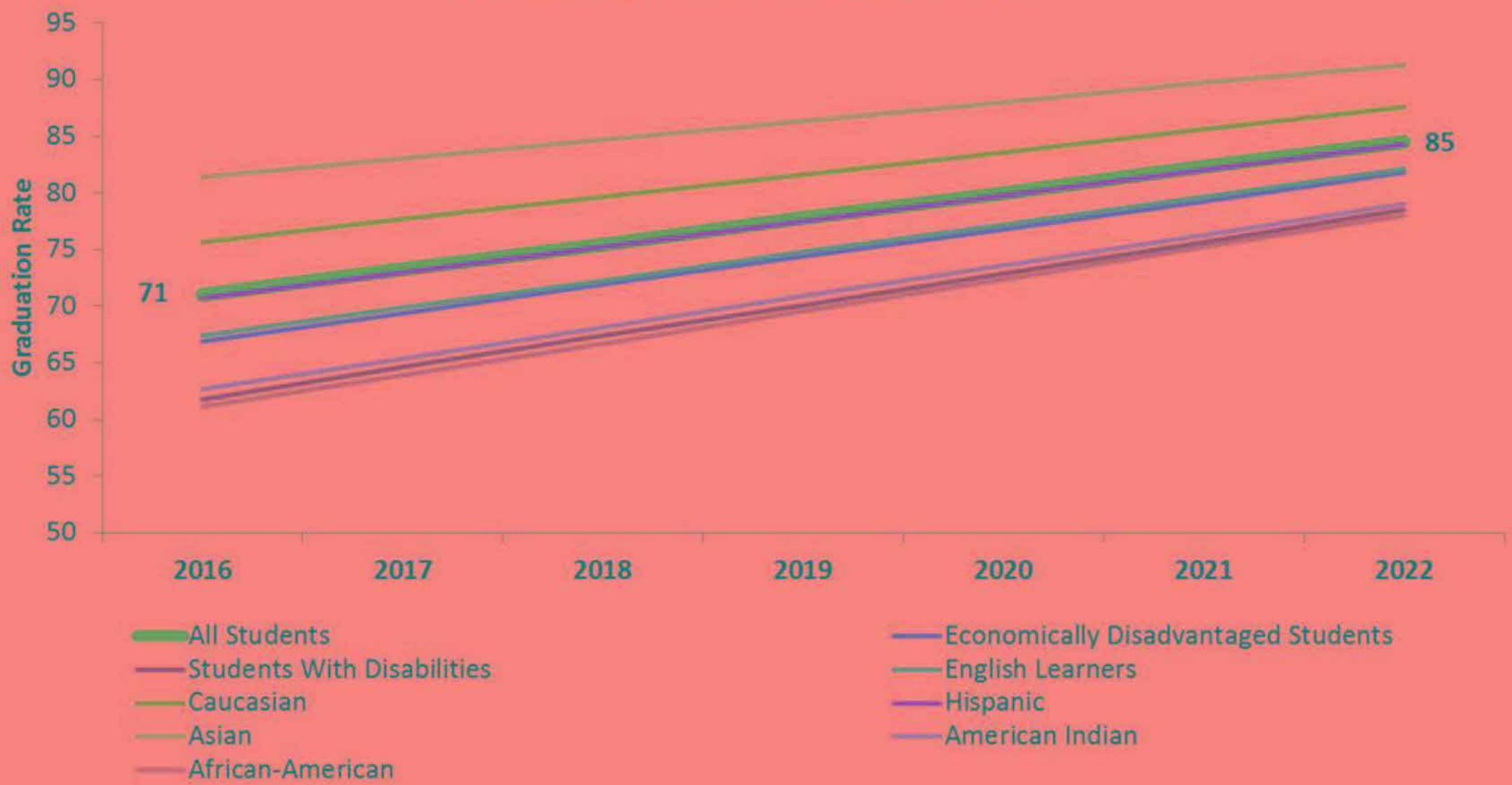
### Grades 3-8 Interim Measures of Progress *Math*



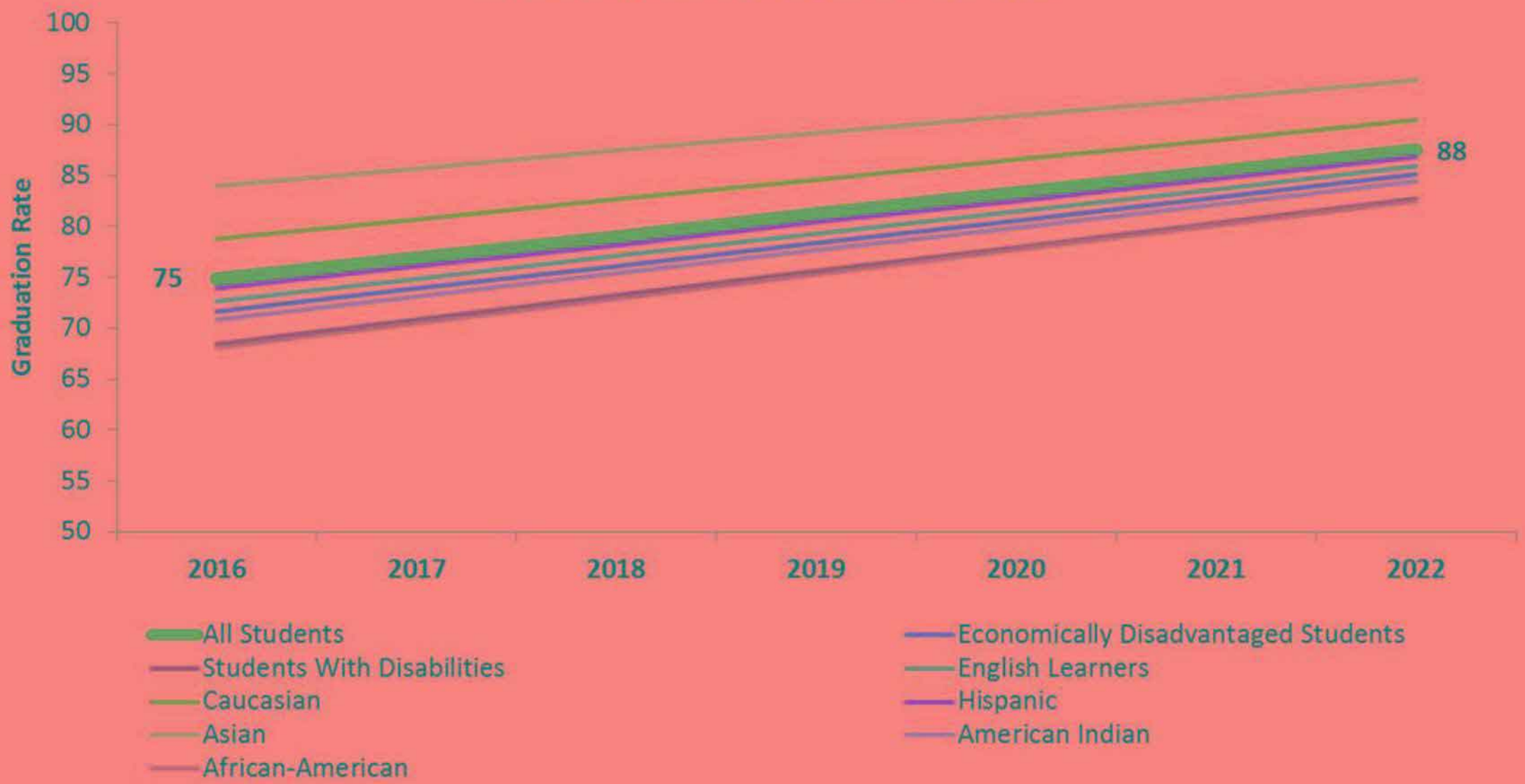
### Grades 9-11 Interim Measures of Progress Math



Four-Year Adjusted Cohort Graduation Rate

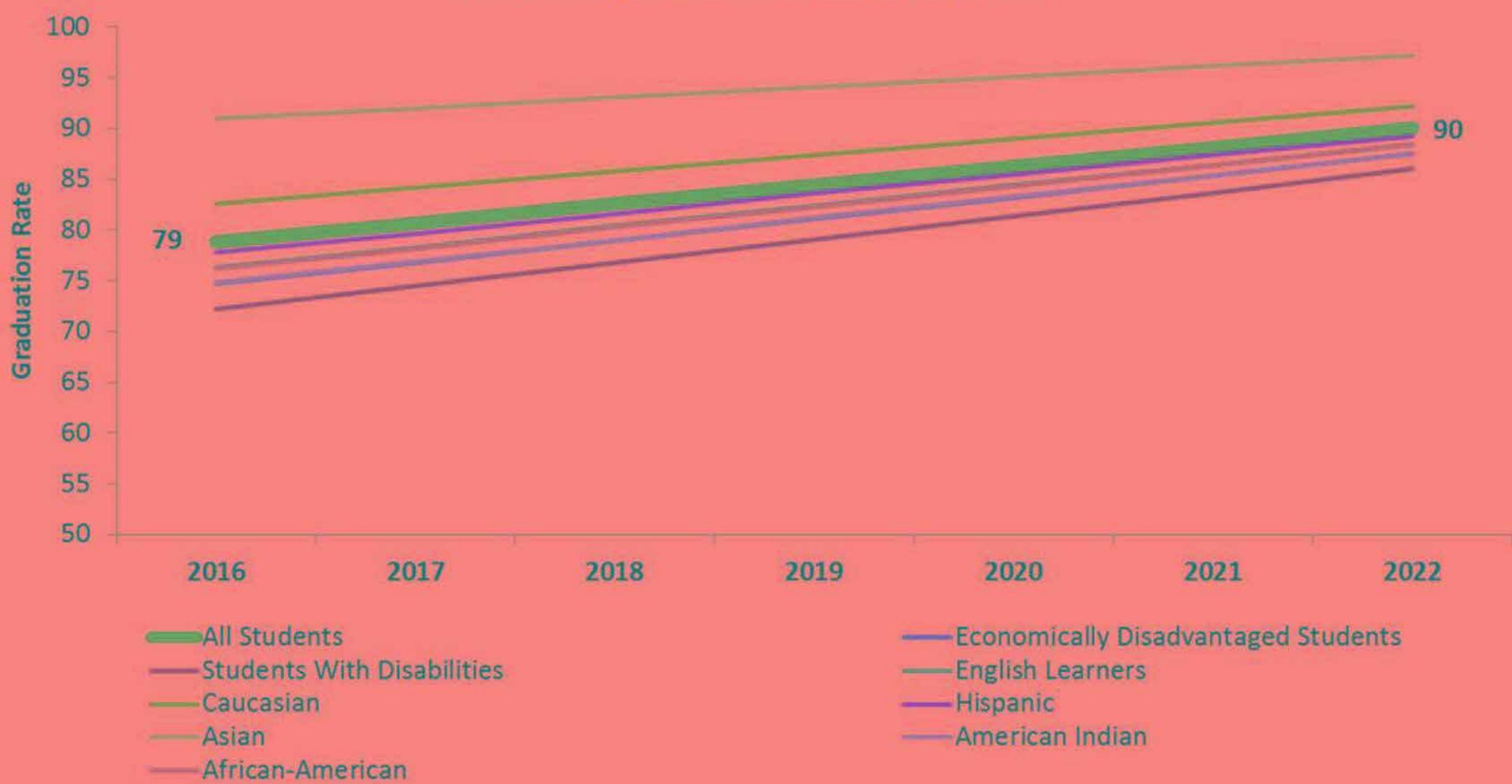


Five-Year Adjusted Cohort Graduation Rate





### Six-Year Adjusted Cohort Graduation Rate



## Graduation Rates... ARE UP!



- ↑ New Mexico's graduation rate increased to an all-time high of 71%
- ↑ Graduation rates for Hispanic, Low-income and English learner students grew at a faster rate than the rest of the state

AMERICAN  
OVERSIGHT

ED-17-0091 and 17-0092-I-002843

*Since 2011, graduation rates have increased by 8 percentage points*



### ENGAGED NM COMMUNITIES

- Partnered with New Mexico First to facilitate a statewide listening tour
- Visited New Mexico schools and met with parents to discuss the best supports for students
- Consulted with New Mexico Tribal leaders to discuss the best supports for Native students

### EMPOWERED AND ENGAGED NM EDUCATORS

- Hosted the first annual Teacher Summit
- Established Teacher-Leadership Cohorts to empower educators voices
- Met with educators across New Mexico to learn what was working and what supports were needed
- Secretary's Teacher Advisory members provided feedback on key ESSA issues
- Established the teacher liaison position to strengthen communications between PED and New Mexico teachers

### ENGAGING OUR COMMUNITIES TO ADVANCE NM EDUCATION

### ENGAGED THE NM DISTRICT LEADERS

- Met with district leaders to discuss how to advance education in New Mexico
- Administered multiple surveys for New Mexico district leaders and Title IV coordinators to understand how to better support community school programs and utilize Title IV programming
- Held regular calls with Title I directors and district leaders to review ESSA rules, guidance, and flexibility

### ESTABLISHED TECHNICAL WORKING GROUPS

- Title III: Improving Outcomes for English Language Students
- Legislative Education Study Committee: Engaging Legislators in the ESSA transition process.
- Future-Ready Students: Strengthening the Value of the NM Diploma
- Opportunity to Learn: School Accountability and Public Reporting

# NMPED THANKS YOU!

PNM has been traveling throughout the state listening to, valuing, learning, discussing, debating and collaborating with parents, community leaders and educators about the public education system and the role of the community in schools.



1827

PED engaged a diverse group of stakeholders in the development of their ESSA state plan



PED and New Mexico First held 26 community and parent events reaching approximately 660 participants



PED visited 21 schools and hosted a teacher summit engaging approximately 700 teachers



PED met with 50 Tribal leaders and Tribal representatives at the Government to Government meeting to discuss how to better support Native students



PED utilized webinars, conference calls and in-person visits to engage school board members, school leaders, community leaders, Title I and Title III Directors



414 people responded to the New Mexico First survey in English and Spanish



PED staff traveled across the state to 6 communities covering 1,681 miles



PED developed 4 working groups to address school grades, graduation requirements, supports for ELL students and overall transition



# NM Public Education Department

 Search PED

Home  
Students  
Parents  
Educators  
Administrators  
Community  
Contact Us

## Smarter Investments For Our Children

See what PED is doing to create  
greater return on education.

[Read More](#)



Good Afternoon - Monday  
February 20, 2017

## Welcome



*"Kids First. New Mexico Wins!"*

Welcome to the New Mexico Public Education Department's website. We are at an important time where we ask ourselves, "What will it take to dramatically improve public education in New Mexico?" As the Secretary of Education, I call on every educator, student, parent, community member and public servant to share in the responsibility for the success of our children and, ultimately, the future of the great state of New Mexico.

I want to ensure that the Department provides real results and shows smarter returns on New Mexico's taxpayers' investment in education. I want the best teachers teaching our children and I want to reward outstanding educators who excel in their

## Explore

## New@PED

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News

A-Z  
Directory

ESSA

Help  
Desk

PED  
Apps



Public Notices

School Grading

RFPs/RFIs/RFAs


Outreach



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ED-17-0091 and 17-0092-I-002846

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## ESSA in New Mexico

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Good Afternoon  
Monday  
February 20, 2017

## Every Student Succeeds Act

### New Mexico Rising Tour Feedback and Action Steps

During the Fall of 2016, the New Mexico Public Education Department worked with the non-partisan public policy organization New Mexico First to launch one of the largest education listening tours in New Mexico's history—New Mexico Rising. The feedback collected through the listening tour will inform New Mexico's state plan for the Every Student Succeeds Act (ESSA), which is our roadmap for ensuring that all of our students are learning at high levels. Many of the foundational building blocks that are required in the new law—high standards, accountability, and quality assessments—are already established.

PED is grateful to the hundreds of teachers, parents, and community leaders who gave of their time to provide meaningful and constructive feedback during our listening tour. As we continue to refine our state plan, there are several steps which we can take immediately in response to the feedback we have received. Below are three of the major themes found in the report and how PED is responding to them right away.

[CLICK HERE](#) to read PED's Response to Stakeholder Feedback

[CLICK HERE](#) to Read New Mexico First's Report

### Background

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015 replacing No Child Left Behind and the waiver system. ESSA is the national education law that reinforces the longstanding commitment to ensuring equal opportunity for all students. The ESSA provides New Mexico with a long-term stability that holds states, local school systems and schools accountable for results while encouraging them to be innovative in their work. New Mexico is well-positioned to transition to meet the law's new expectations. Under the new law, New Mexico will continue to focus on many of the same areas including efforts to build upon our student-focused accountability system and provide our educators with the support and training they need.

### Contact:

**Amanda Aragon**  
Director, Strategic Outreach  
Phone: (505) 629-8604  
Email: [amanda.aragon@state.nm.us](mailto:amanda.aragon@state.nm.us)

### Update:

[ESSA Update from Secretary Skandera – December 2016](#)

[ESSA Update from Secretary Skandera – October 2016](#)

### NMPED THANKS YOU!

We thank you for your time and feedback during the New Mexico Rising tour. Your input is invaluable in helping us develop a state plan that meets the needs of all students and reflects the values of our state.



ED-17-0091 and 17-0092-I-002847



# Locations

City	Date	Location
Gallup	October 12	Gallup-McKinley County Schools Board meeting in Central Office 640 S. Boardman Drive Gallup, NM 87301
Farmington	October 14	San Juan College Merrion Room 99103 ( <i>School of Energy</i> ) 5301 College Blvd Farmington, NM 87402
Santa Fe	October 17	Santa Fe Public Schools Sierra Vista Room BF Young Building 1300 Camino Sierra Vista Santa Fe, NM 87505
Albuquerque	October 18	CNM Community College Workforce Training Center Room 101 or 103 5600 Eagle Rock Ave NE Albuquerque, NM 87113
Roswell	October 27	Little Theater at Goddard High School 701 E. Country Club Road Roswell, NM 88201
Las Cruces	November 15	New Mexico Farm and Ranch Heritage Museum 4100 Dripping Springs Road Las Cruces, NM 88011

# Agenda

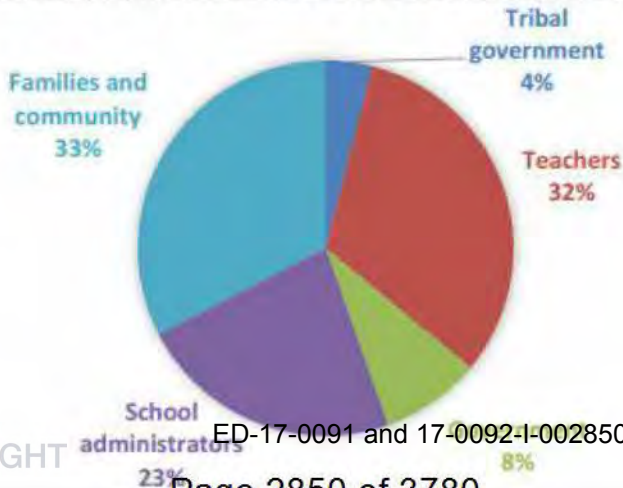
Each community meeting day included three sessions. All community members were welcomed to register for Session 1 and Session 3, which were public comment and feedback sessions. Session 2 was specifically geared to teachers.

Session Number	Time	Key Stakeholders	Topic and Type of Session
1	10:00 AM 11:30 AM	Community and business leaders, policymakers and community members	<b>School Quality and Accountability Feedback Session:</b> Participants provided suggestions on ESSA implementation through a facilitated process.
2	4:00 PM 5:30 PM	Teachers	<b>Teacher Feedback Session:</b> Participants provided feedback on how to support teachers, focusing on ESSA implementation.
3	6:00 PM 7:30 PM	All community members	<b>School Quality and Accountability Feedback Session:</b> Participants provided suggestions on ESSA implementation through a facilitated process.



## NM ESSA OUTREACH STAKEHOLDER GROUP DISTRIBUTION

(Three meetings took place in each community with one of the three meetings specifically for teachers)



ED-17-0091 and 17-0092-I-002850

## Assessment Results... ARE UP!



- ↑ PARCC Math results are up 14.4%, resulting in 7,300 more students on grade level
- ↑ PARCC English language arts are up 4.9%, with 5,000 more students on grade level

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OVERSIGHT

ED-17-0091 and 17-0092-I-002851

*New Mexico Students are up in 19 out of 21 tested areas*

## School Grades... ARE UP!

↑ The number of A & B schools increased while the number of C, D & F schools decreased

*Since 2011, the number of A & B schools has increased by 25%, with 30,000 more students attending A & B schools*

ED-17-0091 and 17-0092-I-002852

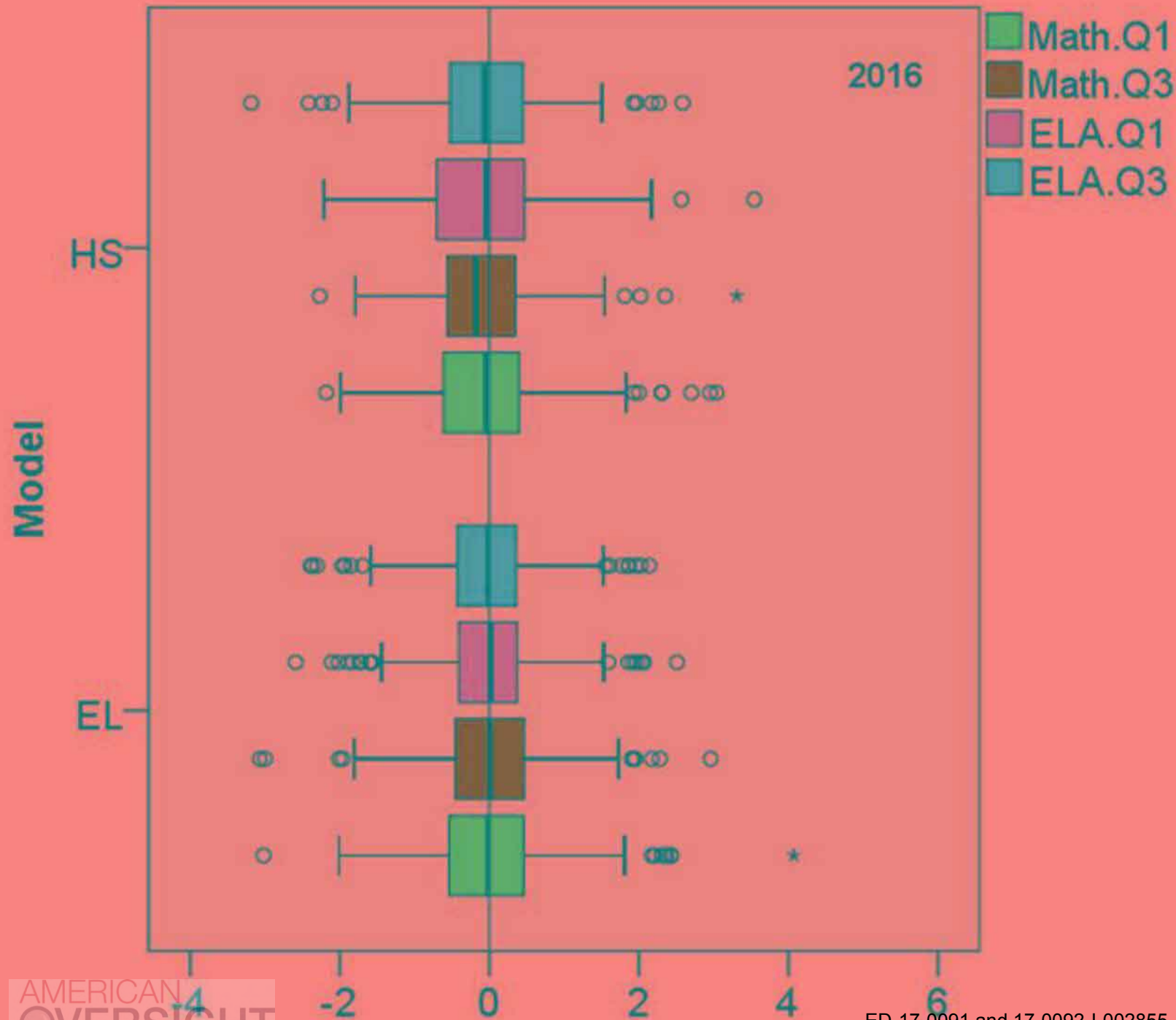


School Grading		EL/MS	HS
2016-17 and 2017-18			
Current Standing (Student Proficiency)	ELA, Math	25	20
	VAM	15	10
School Growth	VAM	10	10
Student Growth	Q3	20	10
	Q1	20	10
Opportunity to Learn	Attendance	5	3
	Survey	5	5
College/Career Readiness	Participation		5
	Success		10
Graduation	4-Year Rate		8
	5-Year Rate		3
	6-Year Rate		2
	Growth 4-year Rate		4
		100	100
AMERICAN OVERSIGHT Bonus Points	ED-17-0091 and 17-0092-I-002853	5	5
Participation <95%	Page 2853 of 3780	Letter Grade Drop	

## Covariate Adjustment (Growth = Difference between actual and predicted score)



# Growth of Lowest Quartile (Q1) and Highest Three Quartiles (Q3)





## Graduation

Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?



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	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2015 - 4-Year Rate</b>											
Cohort Graduation (%)	81.36	84.3	78.5	81.1	74.2	81.0	88.4	64.3	72.9	77.9	63.5
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)		This school did not qualify to be a SAM school.									
Points Earned	6.51										
<b>Cohort of 2014 - 5-Year Rate</b>											
Graduation (%)	84.55	86.0	82.7	83.2	76.0	84.7	95.7	-	70.9	76.5	70.4
Points Earned	2.54										
<b>Cohort of 2013 - 6-Year Rate</b>											
Graduation (%)	87.28	91.8	83.1	88.7	86.6	84.4	92.2	-	72.3	83.9	82.2
Points Earned	1.75										
<b>Growth in 4-Year Rates</b>											
Growth takes into account three years of graduation rates.		Growth Index		-31							
		Points Earned		1.52							

AMERICAN OVERSIGHT

ED-17-0091 and 17-0092-I-002856

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ED-17-0091 and 17-0092-I-002856

# School Grading

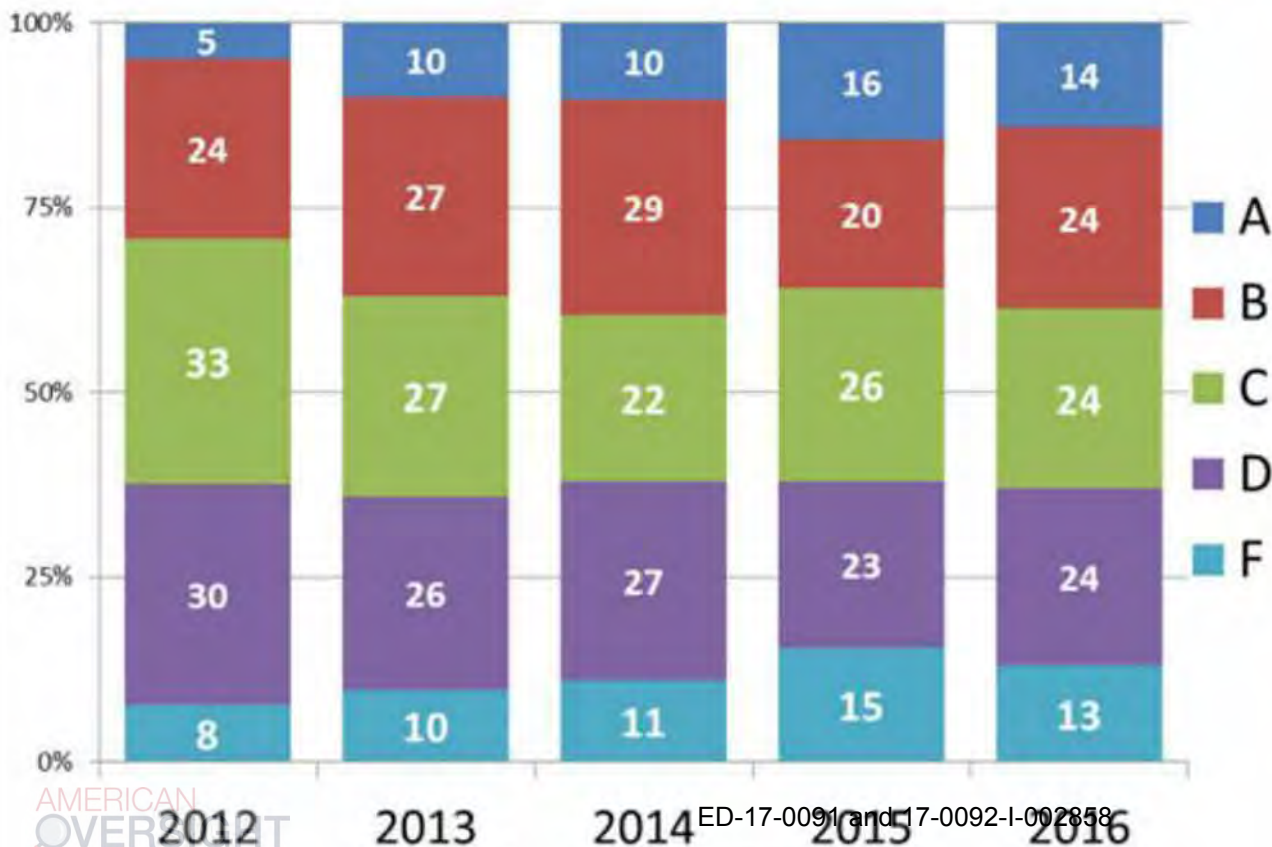
		EL/MS		HS	
		2016-17 2017-18	2018-19+	2016-17 2017-18	2018-19+
<i>Student Proficiency</i>	ELA, Math	25	33	20	25
	VAM	15		10	
<i>Student STEM Readiness</i>	Science		5		5
<i>School Growth</i>	VAM	10		10	
<i>Student Growth</i>	Q4 (25%)	20	5	10	5
	Q2-3 (50%)		12		10
	Q1 (25%)	20	25	10	15
<i>Opportunity to Learn</i>	Absenteeism	5	10	5	10
	Survey	5		5	
<i>College/Career Readiness</i>	Participation			5	12
	Success			10	
<i>Graduation</i>	4-Year Rate			8	6
	5-Year Rate			3	2
	6-Year Rate			2	1
	Growth 4-year Rate			4	4
<i>English Learner Progress</i>	Growth to Proficiency		10		5

100

100

<i>Bonus Points</i>	ED-17-0091 and 17-0092-I-002857	5	
<i>Participation &lt;95%</i>			

# A-F Overall Letter Grades Over Time





## NMTEACH Teacher Evaluations... ARE UP!

- ↑ Highly Effective and Exemplary teachers have increased by 30% since 2014
- ↑ In the 2015-2016 school year, New Mexico saved \$3.6 Million dollars in substitute teacher costs

ED-17-0091 and 17-0092-I-002859

*Last year, students received 400,000 more hours of class time with their teacher*



Students  
with even  
one top  
teacher...



are **less**  
**likely to**  
**have**  
**children as**  
**teenagers...**



and are  
**more**  
**likely to**  
**attend**  
**college...**



earn a  
**higher**  
**salary...**



and **save**  
**more for**  
**retirement.**

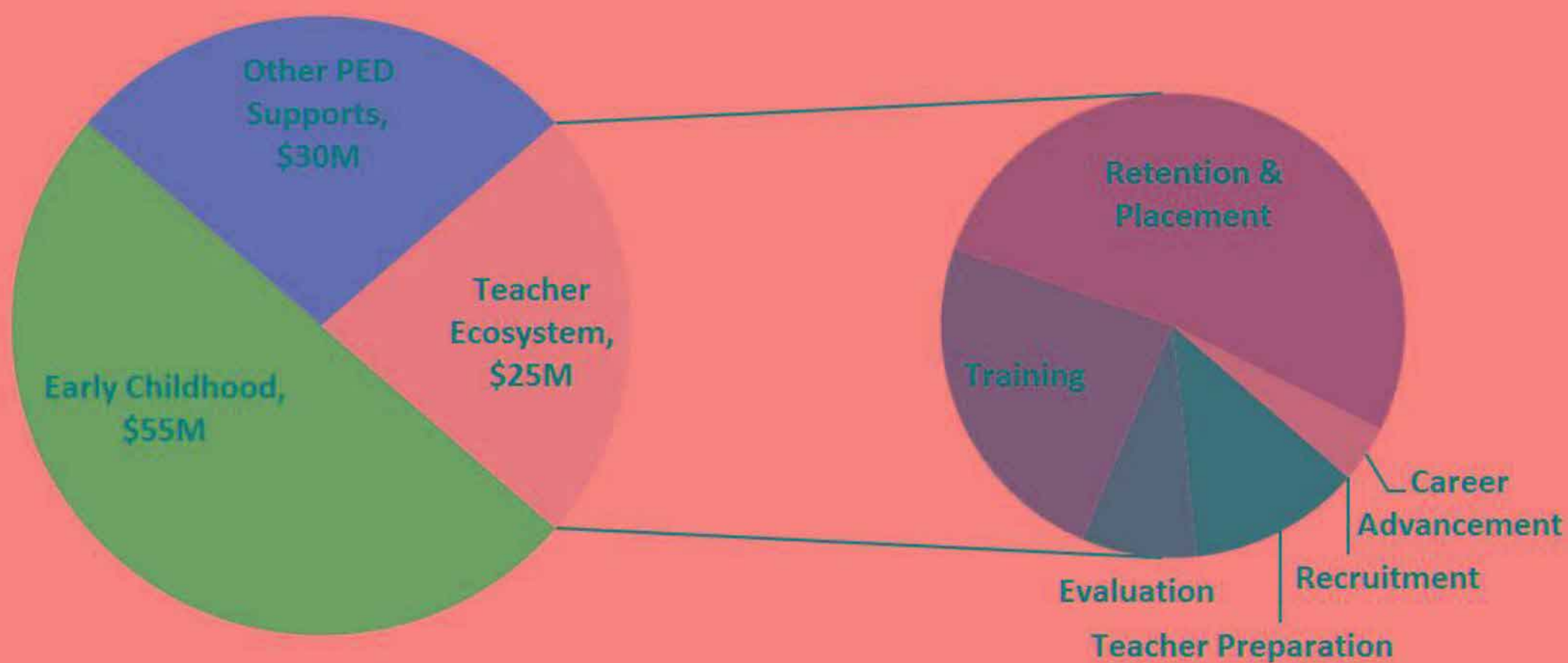








## Targeted State Funding Opportunities 2015-2016



# Teacher Supports

## Equip. Empower. Champion.

New Teacher-  
Liaison

Teacher Blog –  
teachreachnm.  
wordpress.com

Secretary's  
Teacher  
Advisory

LearnZillion  
New Mexico  
Literacy Dream  
Team

TeachPlus New  
Mexico Fellows

Teacher Leader  
Network

Teacher Debit  
Cards

Hard to Staff  
Stipends

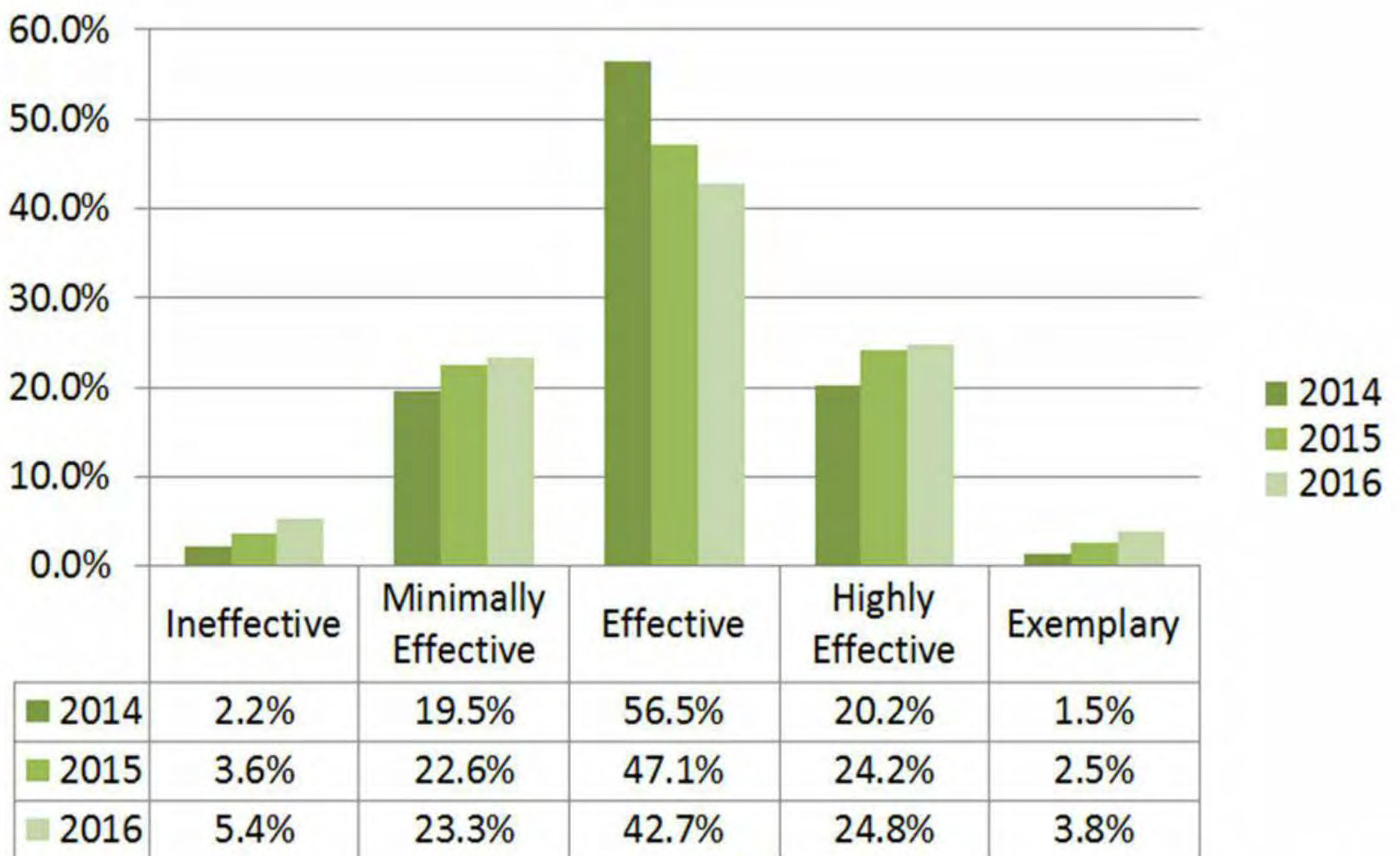
Increased  
Starting Salary

Pay for  
Performance  
Staff

Teacher  
Mentorship  
(TPE)

Teacher  
Preparation





## Advanced Placement... IS UP!



- ↑ NM ranked #2 nationally, for percent growth in students taking AP exams
- ↑ NM ranked #2 nationally, for percent growth of exams taken
- ↑ NM ranked #4 nationally, for providing access to low income students
- ↑ The number of students taking AP exams has increased by 90% since 2010

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ED-17-0091 and 17-0092-I-002866

*Students and families saving as much as \$3.55 Million in college tuition costs*



### Smarter Return on Investment

Invest in  
initiatives with  
proven student  
outcomes



### Real Accountability for Real Results

Increase  
number of A  
and B schools,  
decrease  
number of D  
and F schools



### Ready for Success

Increase  
graduation and  
proficiency  
rates



### Effective Teachers and School Leaders

Increase  
proportion of  
effective  
teachers and  
leaders as  
measured by  
student  
achievement



### Options for Parents

Increase the  
number of  
effective,  
quality  
educational  
seats available  
in New Mexico



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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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ED-17-0091 and 17-0092-I-002870

(b)(5)

of the Freedom of Information and Privacy Act



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Withheld pursuant to exemption

(b)(5)

ED-17-0091 and 17-0092-I-002871

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**Sent:** Tuesday, December 12, 2017 11:01 AM  
**To:** Brickman, Michael; Miller, Meredith; Hammer, Victoria; Pasternak, Sharone; Becker, Judith; Simons, Jane; Barlow, Christine; Siry, Melissa; Miceli, Roberta; Rooney, Patrick; Schmidt, Ashlee; Rooney, Patrick; Miceli, Roberta; Siry, Melissa; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Hammer, Victoria; Miller, Meredith; Brickman, Michael; Jones, Amy  
**Attachments:** LA ESSA State Plan\_FINAL\_04-15-17.pdf; DE\_consolidatedStateplan.pdf; State Plan Office Hours Issues 5.4.17.docx

Call-in number: (b)(6) Leader code: (b)(6)

# **State Template for the Consolidated State Plan Under the Every Student Succeeds Act**



## **CCSSO Template with Revised Template Questions Embedded**

**U.S. Department of Education**  
OMB Number: 1810-0576  
Expiration Date: November 30, 2019

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.





## DEPARTMENT OF EDUCATION

Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

April 3, 2017

Secretary of Education DeVos:

I am pleased to submit to you Delaware's Every Student Succeeds Act (ESSA) state plan. This final plan reflects months of collaboration between the Delaware Department of Education (DDOE) and its community members and other education stakeholders.

We are proud of the strong gains Delaware's public schools have made in recent years as graduation rates and academic proficiency levels have increased and opportunity gaps have started to close. Our teachers, school and district leaders, students, families and community partners have led this change. The efforts and innovations reflected in our ESSA plan are the result of months of extensive consultation and meaningful engagement with our community.

DDOE has received more than 1,000 comments submitted through online surveys, a dedicated ESSA email address, a Governor's ESSA Advisory Committee, discussion groups and community conversations. The valuable input received was critical to Delaware's plan development process.

Delaware worked in conjunction with the Council of Chief State School Officers on its template. We have used the previous U.S. Department of Education template, modified to reflect the three new questions and reworded questions. Thank you for allowing this flexibility.

With the support of Governor John Carney, I seek your approval of this plan. Thank you for the opportunity for Delaware's education stakeholders to work together to support improved outcomes for students. With your approval, the conversations that began during Delaware's ESSA plan development process also will set the stage for continued engagement through districts' plan development and implementation processes.

Sincerely,

Susan S. Bunting  
Secretary of Education

## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

---

<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.



### Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

## Cover Page

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position):</b> Karen Field Rogers, Deputy Secretary	<b>Telephone:</b> 302-735-4000
<b>Mailing Address:</b> Delaware Department of Education John G. Townsend Building 401 Federal Street, Suite 2 Dover, Delaware 19901	<b>Email Address:</b> Karenfield.rogers@doe.k12.de.us
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections</p>	
<b>Authorized SEA Representative (Printed Name)</b> Susan Bunting, Secretary of Education	<b>Telephone:</b> 302-735-4000
<b>Signature of Authorized SEA Representative</b> (b)(6)	<b>Date:</b> 4/3/2017
<b>Governor (Printed Name)</b> John Carney	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b> February 28, 2017 and on March 29, 2017 with revised template questions embedded
<b>Signature of Governor</b> (b)(6)	<b>Date:</b> 4/3/2017



## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan. **or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)
- ☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.
- ☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.
- ☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.
- ☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.
- ☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix D



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  - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
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## Section 1: Long-Term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

#### **March 13, 2017 Revised Template Question**

- A.4.iii.a.1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The Delaware Department of Education (DDOE) updated its vision, mission, and strategic priorities in August 2016 through an internal process that involved all branches of the department. The DDOE consolidated state plan and long-term goals and measurements of interim progress align with the updated statements below.

**Delaware Department of Education Vision:** Every learner ready for success in college, career, and life.

**Delaware Department of Education Mission:** To empower every learner with the highest-quality education through shared leadership, innovative practices, and exemplary services.





### Our priorities:

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning

The DDOE has been diligent about engaging a wide variety of stakeholders in conversations around selecting academic and school quality or student success indicators. The interactions have been robust and substantive and pushed the DDOE to extend our thinking beyond what is currently included in the accountability system. The DDOE is also establishing “ambitious state-designed, long-term goals” with measures of interim progress for all students and subgroups of students.

As stated in its June 30, 2015, ESEA Flexibility Waiver, the DDOE’s goal was to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2017 school year, thereby reducing achievement gaps. The majority of our stakeholders encouraged DDOE to maintain the gap closing methodology. With a steadfast commitment to our new Vision statement—Every learner ready for success in college, career, and life—we recognize that it is critical to focus energy and resources in order to close gaps and ensure that every learner is able to successfully transition to next steps beyond high school. The non-proficient 50% reduction is calculated by first identifying the 2015-2016 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long-term goal. For example:

#### Subgroup: All Students

Step 1: 2015-2016 Baseline Proficiency = 52.09%

Step 2:  $100\% - 52.09\% = 47.91\%$

Step 3: Reduction goal is 50% of 47.91% = 23.96%

Step 4: Add reduction goal to baseline proficiency to determine long-term goal (increase in proficiency) for the All Students subgroup  $23.96\% + 52.09\% = 76.05\%$

Under ESSA, we have an opportunity to revisit this approach. The majority of feedback received from stakeholder groups, including district superintendents and charter school leaders, indicated that the DDOE should continue using this methodology.

- ii. Provide the baseline and long-term goals in the table below.

The tables below provide the starting point (2015-2016) for academic achievement by subgroup and by grade level in English/language arts (ELA) and mathematics. This was the second year the DDOE implemented the Smarter Balanced Assessment Consortium assessments (Smarter Assessments). The DDOE transitioned from Smarter Assessments to SAT as the high school measure of academic achievement (11<sup>th</sup> grade of a student’s third year of high school) beginning in the 2015-2016 school year.

The majority of feedback received from stakeholders indicated a strong endorsement for the DDOE to set ambitious and *achievable* long-term goals. The DDOE set 2030 as the proposed



target date for long-term improvement goals. The DDOE continues to consult with stakeholders regarding these targets. Delaware values biliteracy and bilingualism as essential 21<sup>st</sup> century skills. Therefore, our ESSA goals for ELs include metrics for content knowledge, as well as English proficiency, so LEAs are held accountable for the academic growth of their students and not just their English language proficiency.

Please note: the DDOE does not have three years of longitudinal data for student performance on either the Smarter Assessments in grades 3-8 or the SAT in high school. DDOE will revisit long-term goals once we have three years of data to determine whether the goals are still ambitious and achievable. DDOE may modify the goals based on those data.

**Summary Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.09%	76.05%	40.49%	70.25%
Economically disadvantaged students*	35.60%	67.80%	25.42%	62.71%
Children with disabilities*	13.48%	56.74%	10.36%	55.18%
English learners	15.14%	57.57%	18.10%	59.05%
African American	36.19%	68.10%	23.39%	61.70%
American Indian or Alaska Native	56.90%	78.45%	40.74%	70.37%
Asian	76.92%	88.46%	73.40%	86.70%
Native Hawaiian/ Other Pacific Islander	50.00%	75.00%	42.86%	71.43%
Hispanic or Latino	40.69%	70.35%	29.73%	64.87%
White	64.43%	82.22%	52.87%	76.44%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 3 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	53.84%	76.92%	55.13%	77.57%
Economically disadvantaged students*	37.97%	68.99%	39.85%	69.93%
Children with disabilities*	22.07%	61.04%	25.50%	62.75%
English learners	27.79%	63.90%	34.77%	67.39%
African American	39.41%	69.71%	38.64%	69.32%
American Indian or Alaska Native	57.50%	78.75%	50.00%	75.00%
Asian	79.89%	89.95%	87.30%	93.65%
Native Hawaiian/ Other Pacific Islander	61.54%	80.77%	61.54%	80.77%
Hispanic or Latino	40.35%	70.18%	44.27%	72.14%
White	66.35%	83.18%	67.97%	83.99%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

**Grade 4 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	55.90%	77.95%	50.55%	75.28%
Economically disadvantaged students*	38.75%	69.38%	33.82%	66.91%
Children with disabilities*	18.74%	59.37%	16.97%	58.49%
English learners	15.93%	57.97%	18.32%	59.16%
African American	40.96%	70.48%	32.71%	66.36%
American Indian or Alaska Native	62.16%	81.08%	48.65%	74.33%
Asian	81.58%	90.79%	81.07%	90.54%



	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
Native Hawaiian/ Other Pacific Islander	50.00%	75.00%	57.14%	78.57%
Hispanic or Latino	43.04%	71.52%	38.44%	69.22%
White	68.48%	84.24%	64.65%	82.33%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

#### Grade 5 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	60.28%	80.14%	41.54%	70.77%
Economically disadvantaged students*	44.37%	72.19%	26.47%	63.24%
Children with disabilities*	19.86%	59.93%	10.56%	55.28%
English learners	12.92%	56.46%	7.69%	53.85%
African American	44.31%	72.16%	23.01%	61.51%
American Indian or Alaska Native	66.67%	83.34%	42.86%	71.43%
Asian	85.16%	92.58%	74.18%	87.09%
Native Hawaiian/ Other Pacific Islander	83.33%	91.67%	53.85%	76.93%
Hispanic or Latino	49.20%	74.60%	29.37%	64.69%
White	72.99%	86.50%	55.99%	78.00%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 6 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	51.84%	75.92%	36.97%	68.49%
Economically disadvantaged students*	34.56%	67.28%	20.87%	60.44%
Children with disabilities*	11.42%	55.71%	7.61%	53.81%
English learners	6.90%	53.45%	3.28%	51.64%
African American	35.12%	67.56%	20.82%	60.41%
American Indian or Alaska Native	46.51%	73.26%	27.91%	63.96%
Asian	82.05%	91.03%	70.08%	85.04%
Native Hawaiian/ Other Pacific Islander	72.73%	86.37%	45.45%	72.73%
Hispanic or Latino	40.45%	70.23%	24.41%	62.21%
White	64.67%	82.34%	49.77%	74.89%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

**Grade 7 Table**

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.66%	76.33%	39.63%	69.82%
Economically disadvantaged students*	34.77%	67.39%	21.92%	60.96%
Children with disabilities*	11.77%	55.89%	7.85%	53.93%
English learners	5.59%	52.80%	6.91%	53.46%
African American	35.61%	67.81%	21.49%	60.75%
American Indian or Alaska Native	67.44%	83.72%	54.55%	77.28%
Asian	82.32%	91.16%	77.18%	88.59%



	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
Native Hawaiian/ Other Pacific Islander	30.00%	65.00%	40.00%	70.00%
Hispanic or Latino	41.51%	70.76%	28.91%	64.46%
White	64.77%	82.39%	52.24%	76.12%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

#### Grade 8 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	54.16%	77.08%	37.74%	68.87%
Economically disadvantaged students*	36.46%	68.23%	19.97%	59.99%
Children with disabilities*	11.19%	55.60%	6.35%	53.18%
English learners	8.33%	54.17%	8.86%	54.43%
African American	38.27%	69.14%	19.99%	60.00%
American Indian or Alaska Native	55.1%	77.55%	40.82%	70.41%
Asian	80.89%	90.45%	73.64%	86.82%
Native Hawaiian/ Other Pacific Islander	22.22%	61.11%	33.33%	66.67%
Hispanic or Latino	43.63%	71.82%	25.02%	62.51%
White	66.64%	83.32%	51.24%	75.62%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

### Grade 11 Table (SAT)

	ELA	ELA	Mathematics	Mathematics
Subgroups	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.39%	76.20%	31.31%	65.66%
Economically disadvantaged students*	32.65%	66.33%	13.68%	56.84%
Children with disabilities*	11.12%	55.56%	3.99%	52.00%
English learners	6.21%	53.11%	5.26%	52.63%
African American	32.50%	66.25%	13.36%	56.68%
American Indian or Alaska Native	70.37%	85.19%	33.33%	66.67%
Asian	74.38%	87.19%	62.93%	81.47%
Native Hawaiian/ Other Pacific Islander	40.00%	70.00%	10.00%	55.00%
Hispanic or Latino	38.71%	69.36%	17.53%	58.77%
White	64.93%	82.47%	42.36%	71.18%

\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

#### March 13, 2017 Revised Template Questions

A.4.iii.a.2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

A.4.iii.a.3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

DDOE's goal is to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2030 school year, thereby reducing proficiency gaps in subgroups statewide. As such, DDOE has established long-term and interim subgroup proficiency targets beginning in 2017-2018, with 2029-2030 as the target date to achieve its long-term goals (see Appendix A). This approach establishes the same long-term timeframe for all student subgroups, establishes proficiency targets based on the current performance of each subgroup, and expects larger improvements in the same timeframe from subgroups with lower baseline proficiency rates. State progress toward achieving its long-term goals will be monitored by measuring progress against the interim goals at regular intervals. As with the state goals, LEA goals will be set based on their current achievement levels, and their progress will be monitored against their interim and long-term goals for ELA and mathematics academic achievement.



## B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

### *March 13, 2017 Revised Template Question*

- A.4.iii.b.1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The DDOE, with the input of its stakeholders, has established ambitious long-term goals with measurements of interim progress for all students and subgroups for the four-year adjusted cohort graduation rates and for extended-year adjusted cohort graduation rates. Based on stakeholder feedback, the DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates. Feedback from stakeholders encouraged long-term goals to be set for a length of more than five years.

Ambitious long-term goals were developed to reduce the percentage of non-graduating students by 50% by 2030. This is calculated by first identifying the 2014-2015 baseline cohort graduation rate by subgroup, subtracting that percentage from 100%, dividing the result by 50%, which represents the desired reduction in the percentage of non-graduating students, and adding that percentage to the baseline to identify the long-term goal. For example:

Subgroup: All Students

Step 1: 2014-2015 Graduation Rate = 84.3%

Step 2:  $100\% - 84.3\% = 15.7\%$

Step 3: Reduction goal is 50% of 15.7% = 7.8%%

Step 4: Add reduction goal to baseline graduation rate to determine long-term goal (increase in graduation rate) for the All Students subgroup  $84.3\% + 7.8\% = 92.1\%$

Ambitious long-term goals were established for the four-year adjusted cohort graduation rate by reducing the amount of non-graduates by 50% through the year 2030. From 2012 to 2016, the all student group has increased by 4.8%. DDOE's 2030 ambitious goal is to have 92.15% of all students graduating in four years. This is a 7.9% increase over the 2016 baseline.

Additionally, the four-year adjusted cohort rate goals are all above 90% for several student groups, including the All Students, African American, Asian or Native Hawaiian/Other Pacific Islander, and White populations.



- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Four-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2014-2015)	Long-Term Goal (2030)
All students	84.3%	92.1%
Economically disadvantaged students*	73.7%	86.8%
Children with disabilities*	63.7%	81.9%
English learners	68.7%	84.3%
African American	81.8%	90.6%
American Indian or Alaska Native	65.8%	82.9%
Asian or Native Hawaiian/Other Pacific Islander	93.7% – Asian >95.0% – Hawaiian	>95.0%
Hispanic or Latino	79.8%	90.0%
White	87.0%	93.5%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

### **March 13, 2017 Revised Template Question**

A.4.iii.b.2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The DDOE currently calculates and reports five-year and six-year adjusted cohort graduation rates. Based on stakeholder feedback received to date, DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates.

Ambitious long-term goals for five- and six-year adjusted cohort graduation goals were set by reducing the amount of non-graduates by 50% through the year 2030. From 2014-2016, the net change in graduation rate from year 4 to 5 was 1.4%, and the net change in graduation rate from year 5 to year 6 was .1%. DDOE's 2030 ambitious goal is to have 92.9% of all students graduating in five years and 92.99% graduating in six years.



Five-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2013-2014)	Long Term Goal (2030)
All students	85.8%	92.92%
Economically disadvantaged students*	79.9%	89.96%
Children with disabilities*	67.6%	83.82%
English learners	78.8%	89.39%
African American	82.2%	91.08%
American Indian or Alaska Native	94.7%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	97.00%
Hispanic or Latino	82.8%	91.4%
White	88.1%	94.04%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Six-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2013-2014)	Long Term Goal (2030)
All students	84.4%	92.99%
Economically disadvantaged students*	77.8%	90.02%
Children with disabilities*	64.1%	84.08%
English learners	75.0%	89.40%
African American	80.1%	91.19%
American Indian or Alaska Native	89.5%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	92.2%	97.0%
Hispanic or Latino	80.9%	91.40%
White	87.3%	94.09%

*\*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

### **March 13, 2017 Revised Template Questions**

- A.4.iii.b.3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.
- A.4.iii.b.4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.



Long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate were developed to support progress towards closing the statewide graduation rate gaps. Extended five- and six-year adjusted cohort graduation rate goals and measurements of interim progress were also developed to recognize students that may have needed additional time to complete coursework towards a diploma, including those with individualized education plans (IEPs). The long-term goals are higher for students with extended-year adjusted cohort graduation rates, representing expectations for significant progress.

### C. English Language Proficiency

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
  1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
  2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
  3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

### *March 13, 2017 Revised Template Questions*

#### 4.iii.c. English Language Proficiency.

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A

Feedback from stakeholders participating in the Governor's Advisory Committee, the English as a second language (ESL) Coordinator Group, and the Spanish-Language Community Engagement sessions indicated that English language growth should be calculated from the student's proficiency level at the point of entry and differentiated by grade level or grade band. As a result of this feedback, the DDOE structured English learner (EL) accountability measures so that they would account for individual differences among ELs. These differences include entering proficiency level and entering grade-level scale score.

The Governor's Advisory Committee, ESSA Discussion Groups, and ESL Coordinators requested that both short- and long-term growth and attainment targets be based on sound research. In response to this feedback, the DDOE is collaborating with researchers from World Class Instructional Design and Assessment (WIDA) and has held several technical assistance meetings with researchers and psychometricians from the Council of Chief State



Officers, State Collaborative on Assessment and Student Standards – English Learners (CCSSO, SCASS-EL).

Through assistance with WIDA researchers, technical assistance from CCSSO, and an analysis of Delaware EL success on the state ELA content assessments, the DDOE has determined that a student's exit target, or attainment target (AT), will be defined as a 5.0 composite proficiency level (PL) on the ACCESS for ELs 2.0 assessment. Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in English language proficiency (ELP) as ELs that meet the ELP cut scale score (SS) within the established timeframe consistent with a student's baseline PL (see Student-Level Interim Growth Targets Table below). Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 5.0 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.

### Interim ELP Growth Targets

Each student's AT is the SS at a PL 5.0 at the grade level for the year that they are expected to reach attainment. The number of years a student has to reach the AT varies from three to six years depending on the Year 1 baseline PL. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment. The table below illustrates the model.

EL ACCESS Growth Targets - Annual Calculation Method					
Year 1 Baseline ACCESS PL	Growth Target				
	Year 2	Year 3	Year 4	Year 5	Year 6
5.0 or Higher					
4.0 - 4.9	Year 1 SS plus SS progress to reach to AT divided by 2	SS for 5.0 two grades out (AT)			
3.0 - 3.9	Year 1 SS plus SS progress to reach to AT divided by 3	Year 2 SS plus SS progress to reach to AT divided by 2	SS for 5.0 three grades out (AT)		
2.0 - 2.9	Year 1 SS plus SS progress to reach to AT divided by 4	Year 2 SS plus SS progress to reach to AT divided by 3	Year 3 SS plus SS progress to reach to AT divided by 2	SS for 5.0 four grades out (AT)	
1.0 - 1.9	Year 1 SS plus SS progress to reach to AT divided by 5	Year 2 SS plus SS progress to reach to AT divided by 4	Year 3 SS plus SS progress to reach to AT divided by 3	Year 4 SS plus SS progress to reach to AT divided by 2	SS for 5.0 five grades out (AT)

#### Notes:

1. Attainment targets (AT) are highlighted in yellow.
2. Students receiving a performance level (PL) of 5.0 or higher on their initial ACCESS assessment (Year 1) are considered to have met their growth target.
3. Students scoring below 5.0 on their Year 1 ACCESS assessment have between two to five years to reach attainment depending on their initial PL.
4. Each student's attainment growth target is the scale score (SS) at a PL 5.0 at the grade level for the year that they are expected to reach attainment.



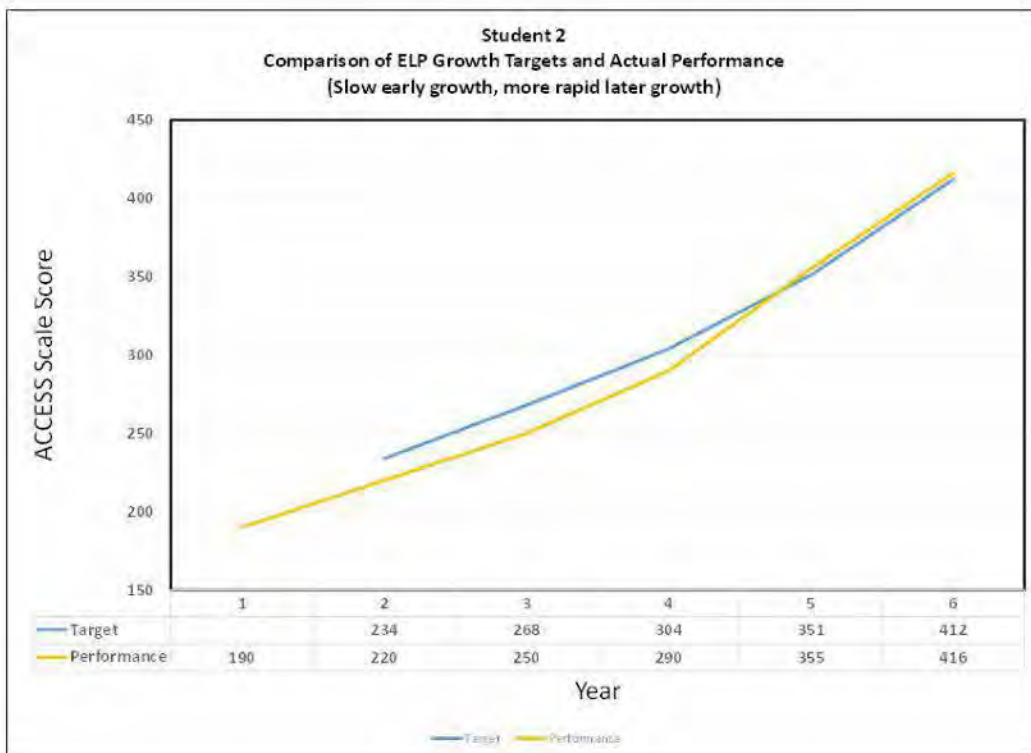
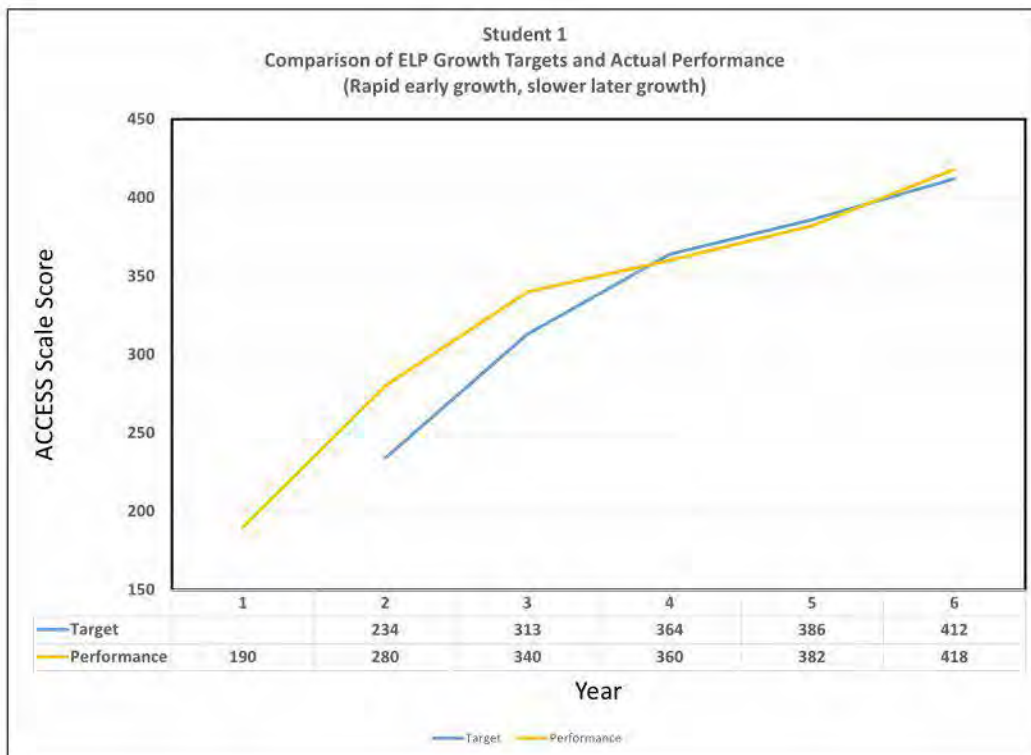
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| 5. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment |
| 6. This method allows for a variable trajectory depending on each student's progress over the years while still requiring that the AT be reached in the required number of years.                                       |

This method allows for a variable growth trajectory depending on each student's progress over time while still requiring that the AT be reached within the required number of years. The annual reset allows the individual student's interim SS targets to reflect the amount of growth that the student has made in a year. This yearly reset recognizes the nonlinear growth that students at varying proficiency levels make within a year's time.

Below are two examples of growth targets for two students. These examples illustrate how the annual target calculation method allows for a trajectory that more closely matches each student's unique progress. Both students start with a Year 1 SS of 190 in third grade. Since the Year 1 PL is in the 1.0-1.9 category, the students have six years to meet their AT of 412, the corresponding SS of a PL5, in eighth grade.

Student 1's performance shows rapid SS growth in years two and three but slower growth in years four, five, and six. The student exceeds the AT in year six. The growth trajectory for Student 1 shows a similar pattern to the student's actual performance trajectory over the years.

Student 2 shows slow SS growth in years two and three but more rapid growth in years four, five, and six. The student exceeds the AT in year six. The growth trajectory for Student 2 shows a similar pattern to the student's actual performance trajectory over the years. The trajectory is different for Student 1 even though both students started at the same point upon entry.





Student-level targets require that all students make appropriate progress based on individual student initial year ACCESS PL and grade-level SS. All targets are ambitious while still taking into account language acquisition research and the learning differences within the EL population. In order to set the expectation that all ELs make annual progress toward attaining ELP within the applicable timeline, DDOE will award points to the schools for students meeting the annual interim growth targets and on-time attainment of ELP. Index scores for ELP growth will range from 0.00 to 1.10 with:

- 0.00 assigned to students who showed no growth;
- 0.01 to 0.99 assigned to students who have made growth toward the target;
- 1.00 to 1.10 assigned to students who have reached (1.00) or exceeded the target (1.01 to 1.09), with a maximum bonus for exceeding the target by 10% or more (1.10).

The following charts illustrate how the index scores for nonlinear annual growth targets and the on-time attainment of ELP will be calculated. Chart 1 summarizes the accountability rules for the years up to and including the year the student should attain ELP. A bonus of 10% will be awarded to the EL student's score when ELP is achieved prior to the required year of attainment. Chart 2 highlights the rules that apply if a student does not meet attainment within the designated timeframe.

#### Chart 1

##### Student-Level ELP Growth Index Score by Student Outcome

(Rules for years up to and including the designated attainment year)

Year	Student Outcome			
	Non-participant	No progress toward target	Progress toward target but grade-level attainment target not met	Grade-level attainment target met or exceed
Before designated attainment year	0.00	0.00	0.01 - 1.10* (CY SS - PY SS) /(IT SS - PY SS)	1.10
In designated attainment year	0.00	0.00	0.01 - 0.99 (CY SS - PY SS) /(AT SS - PY SS)	1.00 - 1.10* (CY SS - PY SS) /(AT SS - PY SS)



## Chart 2

### Student-Level ELP Growth Index Score by Student Outcome

(Rules for years after the designated attainment year)

Year	Student Outcome		
	Non-participant	Grade-level attainment target not met	Grade-level attainment target met
1 year late	0.00	0.00	0.75
2 years late	0.00	0.00	0.50
3+ years late	0.00	0.00	0.25

PY SS - Previous Year Scale Score

CY SS - Current Year Scale Score

IT SS - Interim Target Scale Score

AT SS - Grade-level Attainment Target Scale Score

\*Index score of 1.10 is the maximum (10% credit for exceeding target by 10% or more)

Note:

1. The school-level indicator would be (sum of the student-level scores)/(the number of participants and non-participants) \* 100. The possible range of school scores is 0 to 110.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

The DDOE will implement a growth-to-target model with an indicator index and label that allows partial credit for progress toward growth goals. The adoption of this model allows schools to receive credit for both exceeding the growth target and to receive partial credit for increases toward the expected long-term goals, which will extend to 2030 (consistent with the timeline for long-term goals for academic achievement and graduation rates).

#### Long-Term State-Level Targets for ELP Growth

DDOE recognizes that the previous annual measurable achievement objective indicator (AMAO I), based upon a linear 0.5 PL growth trajectory with a 2% annual increase requirement resulted in very few districts being able to meet long-term goals. Through engagement with national experts at WIDA, the DDOE has modeled data and set ambitious yet achievable long-term statewide ELP goals using ACCESS 1.0 growth results. The initial 2016 baseline was set based on state-level performance in 2015. The initial 2030 goal was set at the 70th percentile of actual performance of schools in 2015. Please note that the DDOE does not yet have three years of longitudinal data for student performance on ACCESS 2.0; therefore, the DDOE will revisit these initial long-term goals when three years of data are available to determine whether the goals are still ambitious and achievable based on ACCESS 2.0. DDOE may modify the goals based on those data.

Subgroup/Measure	Baseline (Data and Year)	Long-Term Goal (Data and Year)
<b>ELs</b> – Percent of Students Meeting Growth Target	▪ 67.8% (2016)	Statewide ELs will meet targets at: ▪ 77.1% (2030)
<b>ELs</b> – Index – Average Percent of Growth Target Attained	▪ 91.1% (2016)	Statewide ELs will meet targets at: ▪ 98.0% (2030)



## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions:* Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

In July 2016, the DDOE began sharing stakeholder engagement and plan development information publicly with education stakeholders including district superintendents, charter school leaders, Governor's office staff, and the State Board of Education.

On August 30, 2016, the DDOE in partnership with the Governor's office first publicly announced opportunities for stakeholder feedback to inform the state plan. Opportunities for stakeholders to provide feedback included community conversations and online surveys. See press release [here](#).

The DDOE made an additional public announcement on September 7, 2016, that included the ESSA webpage on the DDOE website (<http://www.doe.k12.de.us/ESSA>) and a DDOE email



address ([ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us)) to collect questions and feedback. The DDOE's ESSA website provided a timeline for stakeholder engagement activities, plan development, and implementation. See press release [here](#).

On October 31, 2016, the first draft of the state plan was posted on the ESSA website for public comment. On November 1, 2016, a press release announced several opportunities for stakeholders to share feedback and ideas for the state plan. See press release [here](#).

The second draft of the state plan was posted on the ESSA website for public comment on January 9, 2017. Public comment period was announced on January 10, 2017. See press release [here](#).

The final draft of the state plan was posted on the ESSA website for public comment on February 28, 2017. Public comment period was also announced on February 28, 2017.

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.



The DDOE considers education stakeholders to be a vital component in drafting and implementing the state plan. The DDOE carried out stakeholder consultation in multiple ways:



- Following the December 2015 reauthorization of ESEA, the DDOE created an internal working group of more than 50 staff members to review and understand the transition from ESEA Flexibility Waiver to ESSA. The group, which was comprised of members of all DDOE branches and federal program managers, met regularly to review new regulations and guidance, incorporate stakeholder feedback into plan sections, and provide recommendations to the state Secretary of Education.
- The DDOE scheduled time at more than 25 existing stakeholder group meetings throughout the state with more than 800 participants to provide an overview of ESSA, share the state plan development timeline, and seek feedback on key questions.
  - ♦ Examples of stakeholder groups include the Delaware State Education Association (DSEA), Delaware School Boards Association, Parent Teacher Association (PTA), the Delaware P-20 Council, Delaware Head Start Association, district superintendents, and charter school leaders.
- The DDOE held two rounds of Community Conversations throughout the state. The focus of the first round was to gather feedback to inform the state plan. Throughout the state 107 community members participated in four conversations. The second round focused on collecting feedback on the first draft of the state plan, specifically relating to Targeted and Comprehensive Support and Improvement. Participants included 68 community members in five conversations held throughout the state.
- The DDOE held two Spanish Language Community Conversations in December 2016, where almost 40 participants provided their feedback about state plan supports for EL students and families.
- Through Executive Order 62, the Governor created an ESSA Advisory Committee. This committee brought together a representative group of education leaders and advocates who are required to be a part of the consultation process to provide feedback and make recommendations for the state plan. Members of the Committee:
  - ♦ Matthew Burrows (chair) – Superintendent, Appoquinimink School District
  - ♦ Teri Quinn Gray – President of the State Board of Education
  - ♦ Deborah Stevens – Delaware State Education Association, Director of Instructional Advocacy
  - ♦ Kendall Massett – Executive Director, Delaware Charter School Network
  - ♦ Eileen DeGregoriis – President, Delaware English Language Learners Teachers and Advocates; Educator and ESL Coordinator for Smyrna School District
  - ♦ Tammy Croce – Executive Director, Delaware Association of School Administrators
  - ♦ Ronda Swenson – President, Lake Forest School Board of Education
  - ♦ Tony Allen – Chair, Wilmington Education Improvement Commission
  - ♦ Maria Matos – Executive Director and CEO, Latin American Community Center
  - ♦ Madeleine Bayard – Co-Chair, Early Childhood Council
  - ♦ Representative Kim Williams – Vice-Chair, House Education Committee
  - ♦ Senator David Sokola – Chair, Senate Education Committee
  - ♦ Leolga Wright – Board Member, Indian River School District; Nanticoke Indian Association
  - ♦ Kim Joyce – Associate Vice President for Academic Affairs, Delaware Technical and Community College



- ◆ Rod Ward – President and CEO, Corporation Service Company
- ◆ Patrick Callihan – Executive Director, Administrative and Development, Tech Impact
- ◆ Stephanie DeWitt – Elementary school educator; Special Education Coordinator, Cape Henlopen School District
- ◆ LaShanda Wooten – Educator at Shortlidge Elementary School, Red Clay Consolidated School District
- ◆ Janine Clarke – Paraprofessional, Red Clay Consolidated School District; Child Advocate
- ◆ Wendee Bull – Educator at Georgetown Middle School, Indian River School District; Groves Adult Education Instructor
- ◆ Genesis Johnson – Parent representative from Wilmington
- ◆ Nancy Labanda – Parent representative from New Castle County
- ◆ Catherine Hunt – Parent representative from Kent County
- ◆ Nelia Dolan – Parent representative from Sussex County
- ◆ Alex Paolano – Educator at Howard High School; 2016-2017 Howard High School Teacher of the Year
- ◆ Susan Bunting – Superintendent, Indian River School District (*became Delaware's Secretary of Education in January 2017*)
- ◆ Laurisa Schutt – Executive Director, Teach for America; Board Member, Leading Youth Through Empowerment
- ◆ Cheryl Carey – Counselor, Philip C. Showell Elementary, Indian River; 2015-2016 Delaware Counselor of the Year
- ◆ Margie Lopez-Waite – Founder, Head of School, Las Americas ASPIRA Academy, dual-language school
- ◆ Atnre Alleyne – Founder, TeenSHARP; parent representative, Board of St. Michael's School & Nursery
- The DDOE established two discussion groups (technical working groups) for extended stakeholder engagement. The first group focused discussions on technical topics related to measures of school success and public reporting. The second group focused discussions on provisions for student and school supports. Each group was comprised of 27 nominated members, representing various stakeholder groups across all counties in the state. The measures of school support and reporting group met seven times, and the student and school supports group met six times over the course of four months.
- The DDOE established an ESSA state plan email account to share information and collect feedback.
- Prior to drafting the plan, stakeholder consultation surveys were made available on the ESSA website, each addressing one of four topic areas of the plan: Support for All Students, Supporting Excellent Educators, School Support and Improvement, and Measures of School Success and Public Reporting. A wide range of stakeholders completed more than 400 surveys.
- Following the release of the first draft, three additional surveys were made available on the ESSA website to address the following topics: School Support and Improvement,



Measures of School Success and Public Reporting, Long-Term Goals, and Measures of Interim Progress. More than 180 surveys were completed.

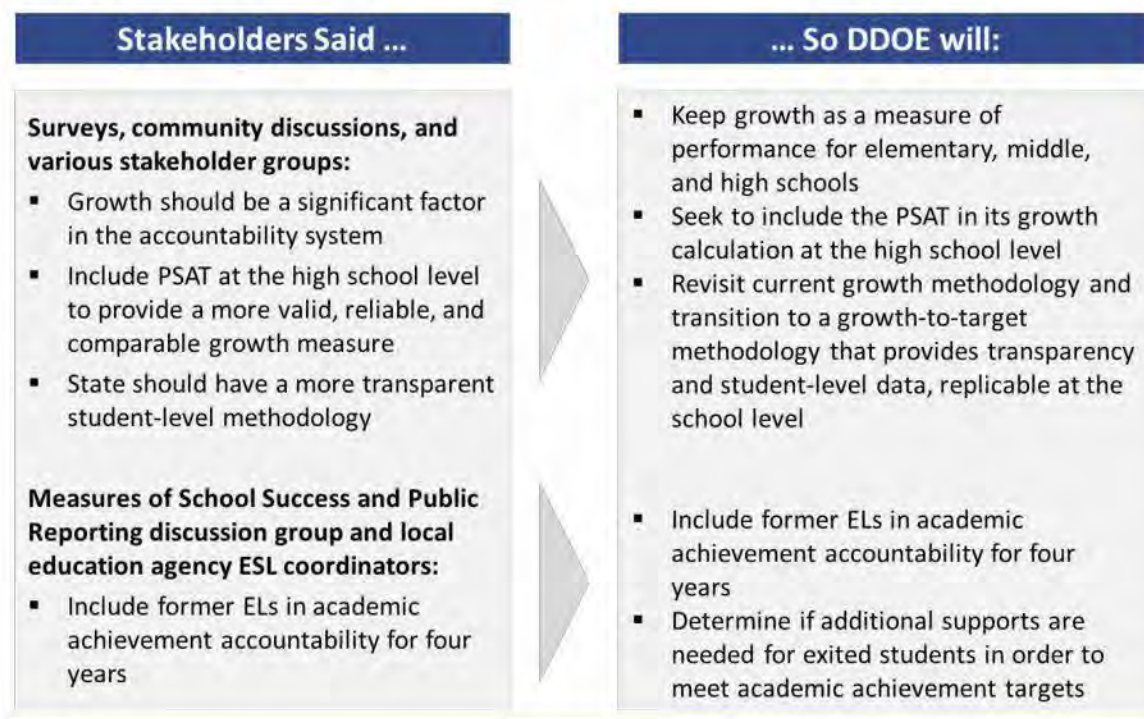
- Following the release of the second draft, an online survey was made available on the ESSA website to collect feedback on areas of strength and weakness within the plan. More than 65 surveys were completed.
- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The DDOE is committed to providing opportunities for stakeholders to have a meaningful voice in education policy. Stakeholder feedback was fundamental in the work done to develop the strategies captured within this plan. As shown in section 2.1.B.i, stakeholders were engaged in a variety of ways to gather their input, to inform the plan drafts, and to ensure their feedback was incorporated into those drafts.

Summaries of stakeholder feedback from surveys, community conversations, discussion groups, consultation meetings, [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us) emails, and the Governor's Advisory Committee are posted on our website: <http://www.doe.k12.de.us/Page/3019>.

References to stakeholder feedback are included throughout this plan.

Some themes did emerge from the feedback. For example, the following sections reference DDOE decisions related to student growth measures, which were based on stakeholder feedback:





- C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

The first draft of the ESSA plan was sent to the Governor's Education Policy Advisor on October 31, 2016. The Governor by Executive Order also created an ESSA Advisory Committee to review and provide comments to each draft of the ESSA plan. The Governor's Education Policy Advisor attends each meeting of the ESSA Advisory Committee. The second draft of the plan was sent to the Governor's Education Policy Advisor, the Governor-Elect's Policy Advisor, and the Secretary of Education nominee.

Date SEA provided the plan to the Governor: 2/28/2017 and on 3/29/2017 with revised template questions embedded

Check one:

- ☒ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The DDOE will use a streamlined, consolidated, and continuous improvement planning process to support the development, review, and approval of local educational agency (LEA) plans that meet statutory and regulatory requirements. For the purpose of this document, LEA is defined as geographic districts, vocational technical districts, and charter schools.

The plan development process will be driven by LEA data analyses including, but not limited to:

- Performance as measured by the statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and/or
- Community input and additional data provided by the LEA.

An LEA will then identify areas of need and prioritize action items and supporting funding.

To support the development, review, and approval of the LEA plan, the DDOE proposes to:

- Provide state accountability metrics, including reported-only metrics;



- Provide LEAs with a comprehensive needs assessment template and technical assistance for collecting and analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance—including program guidance documents, on-site assistance, program webinars, and statewide trainings; and
- Establish uniform plan review processes within the DDOE to reduce duplication of effort across programs at the SEA and LEA levels, e.g., setting review and approval expectations for DDOE reviewers and providing internal training to calibrate and unify DDOE guidance to LEAs.

**B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The DDOE will monitor all LEAs a minimum of once every five years. Additional monitoring frequency will be based on the results of:

- Program analyses;
- Financial risk assessment;
- Single-state audit determinations;
- Performance measured by the statewide accountability system and captured by the school profile (report card);
- Educator equity data; and/or
- Additional data provided by the LEA.

Monitoring efforts will be coordinated by one office within the DDOE and will be a consolidated effort of all programs subject to monitoring. This process will maximize DDOE and LEA staff time and resources. By having a consolidated approach, the SEA will be able to determine what types of targeted assistance each LEA needs and to coordinate DDOE services to meet those needs.

**C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

As part of the continuous improvement cycle, the DDOE will provide LEAs with technical assistance and guidance for completing a comprehensive needs assessment. The comprehensive needs assessment will be a required component of the consolidated grant application process. The DDOE will also support and guide LEAs as they identify and prioritize needs and as they plan long- and short-term implementation strategies. The DDOE may monitor implementation of targeted strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation.



## DDOE Continuous Improvement Model (ESSA)



- D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

The DDOE will implement a system of support to provide LEAs with differentiated technical assistance. The DDOE will offer all supports to any requesting LEA; however, the degree of DDOE-guided support will be based on the comprehensive needs assessment process. Support will be determined based on data from the previous year, which will include performance as measured by:

- The statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and
- Community input.

The DDOE continues to develop and enhance a suite of technical assistance options to identify LEA, school, and student needs through data analyses included in the comprehensive needs assessment. Differentiated levels of support will be based on LEA performance characterized by specific criteria including:

- Delaware School Success Framework (DSSF) performance across indicators (see section 4.1.A for detail);
- Financial risk assessment as required by 2 CFR 200.33 – Equipment;
- Program monitoring and analyses—i.e., Title I, Title II, Title III, IDEA, Perkins;
- Educator equity.



## Section 3: Academic Assessments

*Instructions:* As applicable, provide the information regarding a State's academic assessments in the text boxes below.

### **March 13, 2017 Revised Template Question**

#### **A.1 Challenging State Academic Standards and Assessments**

The Delaware Department of Education has engaged with stakeholders through an English Learner Strategic Plan Guiding Coalition in community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result of this plan, the SEA will develop a systematic support structure to assist all eligible entities in meeting the State-designed long-term goals, including measurements of interim progress towards meeting such goals, and the challenging State academic standards. The systematic support structure will include the development of a recognition program for districts and charters that achieve significant growth for English learners. The SEA will continue to refine EL education and supports through the intentional analysis of data.

#### **A. Advanced Mathematics Coursework.**

Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☒ No.

### **March 13, 2017 Revised Template Question**

#### **A.2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):**

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

#### **B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

### **March 13, 2017 Revised Template Question**

A.3.i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

DDOE's definition for "languages other than English that are present to a significant extent in the participating student population" is, "Any language present statewide in at least 5% of the EL population in tested grades."



This means that there are only two "significant" languages for grades 3-8 and three in grade 11:

- Spanish – grades 3-8 and grade 11
- Haitian Creole – grades 3-8 and 11
- Arabic – grade 11

The DDOE has identified languages other than English that are present in Delaware LEAs. Spanish is spoken to a significant extent among students in grades 3-8 (3,443 students). At the high school level, 181 assessments were administered to Spanish-speaking students.

#### **Summary of Top 5 Language Counts – ELs 10/25/16**

<b>Grade Level(s)</b>	<b>Spanish</b>	<b>Creole</b>	<b>Arabic</b>	<b>Chinese</b>	<b>Vietnamese</b>
Grades 3-8	3,443	241	100	67	34
Grade 11	181	18	12	2	1

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

#### ***March 13, 2017 Revised Template Question***

A.3.ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

All grade 3-8 mathematics and science assessments are trans-adapted into Spanish. The additional top five languages listed in the above summary chart, except Haitian Creole, have translated glossaries for the Smarter Assessments. Glossaries include customized translations of predetermined construct-irrelevant terms that are most challenging to ELs. The translation of the terms is context-specific and grade-appropriate. In addition, the DDOE has translated the spoken directions for the Smarter Assessments into Delaware's top five languages.

Directions for the high school assessment (SAT) have also been translated into Delaware's top five languages listed above. In addition, effective January 1, 2017, EL students taking the SAT during the school day will have access to approved word-to-word bilingual glossaries in these languages. In fall 2017, EL students taking the SAT during the school day can also receive extended testing time (up to time and a half) and the opportunity to test in an environment with reduced distractions. The DDOE does not offer any other native language assessments at this time.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

#### ***March 13, 2017 Revised Template Question***

A.3.iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

The SAT mathematics assessment is not currently provided in Spanish. DDOE continues to research the feasibility of Spanish, the primary language of our EL population, along with



advocating for Haitian-Creole translations. Haitian Creole is the second most common language after Spanish.

Thus, the DDOE continues to collaborate with the Smarter Balanced Consortium of States for continued development in reference to the number of languages and methods to improve the feasibility of assessments in additional languages as well as other supports for non-English speaking test-takers. Supports such as glossaries and directions in other languages are currently in place and are continually reviewed and expanded.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
  1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

***March 13, 2017 Revised Template Question***

- A.3.iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
- a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

The DDOE is currently developing a plan to further address identified needs in this area. Some strategies that will be included are:

- Continue to investigate EL supports with College Board and other states using SAT for accountability purposes. Beginning January 1, 2017, EL students will have access to the SAT School Day testing instructions in several native languages and will have approved word-to-word bilingual glossaries.
- Conduct feasibility studies for developing additional assessment translations (e.g., Creole) with Delaware Technical Advisory Committee and College Board.
- The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.
- The Smarter Balanced Assessment Consortium currently provides stacked Spanish translations, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages.
- The grades 5, 8, and 10 science assessment is currently under development. The timeline is as follows:
  - ♦ 2016-17: Research and development to pilot new items
  - ♦ 2017-18: Field test
  - ♦ 2018-19: Operational



- During development of this assessment, DDOE will work with the vendor to make every effort to develop the assessments in languages other than English that are present to a significant extent in the participating student population.
2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

***March 13, 2017 Revised Template Question***

A.3.iv.b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Organized review events occur on a yearly basis. DDOE participates in review events with both the Smarter Balanced Assessment Consortium and the consortia of states participating in the SAT as the high school accountability assessment.

The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.

The DDOE shares information and solicits feedback during established meetings with district superintendents and charter school directors, principals, and district test coordinators, and through its website. The DDOE contracts with a vendor to provide translated parent letters and allows the districts to use this service.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

***March 13, 2017 Revised Template Question***

A.3.iv.c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The DDOE is a member of the Smarter Balanced Assessment Consortium. As a member, DDOE has access to the English Language Learners Advisory Committee. Smarter Balanced currently provides supports such as glossaries in other languages. Additional supports for other languages are being considered and some are under development.

The DDOE is a member of a multistate consortium with College Board for the administration of the SAT. The DDOE is currently working with College Board on the development of support for students whose first language is Spanish.



## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

### 4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

### **March 13, 2017 Revised Template Questions**

- A.4.iv.a. Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
- A.4.iv.b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
- A.4.iv.c.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the



indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

A.4.iv.d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

A.4.iv.e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

The DDOE is well positioned to meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of ESSA because our existing accountability system incorporates many of the multiple measures required under the new law. Given the new opportunity under ESSA to revisit and refine the existing measures, DDOE elicited feedback from a wide variety of stakeholders over the past several months.

The DDOE has included multiple measures in our accountability system since 2014-2015. The ESEA Flexibility Waiver catalyzed the creation of an accountability system framework anchored around academic achievement, growth, on track to graduation, and college and career preparation. Through early implementation, DDOE learned that a multiple measures accountability system provides a more comprehensive picture of school quality and performance. Stakeholder feedback for the ESSA state plan indicated that while many of the existing metrics are appropriate and meet ESSA statutory requirements, the DDOE should consider additional metrics based on DDOE and the broader education community priorities and values. Stakeholders expressed interest in adding a range of indicators to have a more complete and robust picture of schools.

The metrics illustrated in the graphic below will be included in the accountability system beginning with the 2017-2018 school year. Decisions on which metrics to include in the accountability system were based on LEA and DDOE data experts' review of each metric's validity and reliability as a measure of student learning and/or school quality.

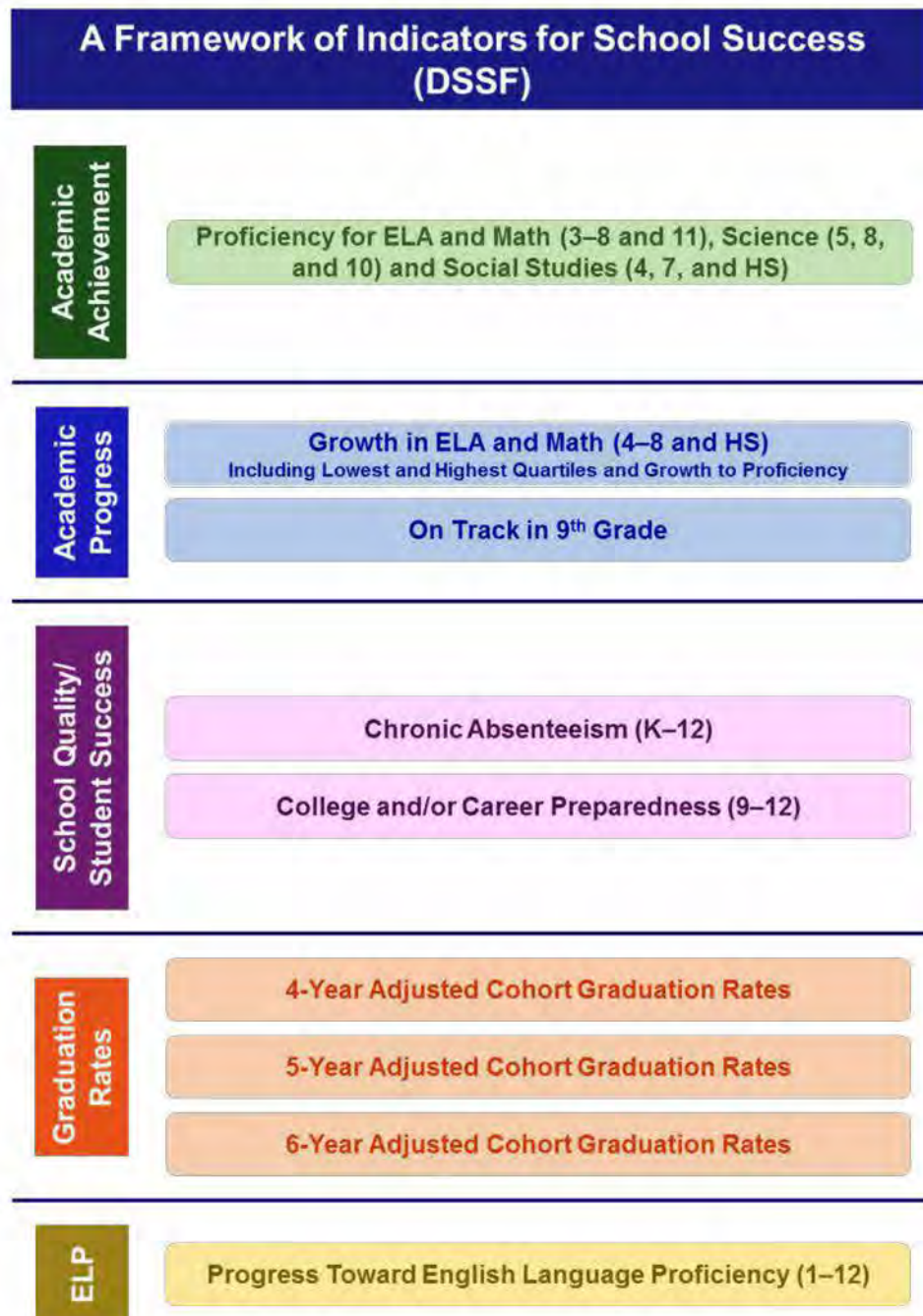
DDOE is committed to measuring content knowledge growth of our EL students in the accountability system based on the proposed methodology outlined in section 4 B. iv. Please note that growth from the PSAT 10 to the SAT will not be included in 2017-2018. A thorough review of resources and a review of technical quality are needed before the PSAT can be included in a statewide accountability system.

Other metrics will be reported (but not included in accountability ratings) to provide parents and community members a more complete picture of school performance. These metrics are included in the last table after the graphic.



The following graphic shows the proposed indicators and metrics for the Delaware School Success Framework (DSSF) beginning in school year 2017-2018 based on feedback, and it builds on the DSSF as developed in 2014-2015.

The following measures are included in the DSSF calculation.





Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA (3-8, HS) Proficiency in Mathematics (3-8, HS) Proficiency in Science (5, 8, and 10) Proficiency in Social Studies (4, 7, and HS)	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area currently includes student performance data on statewide assessments (Smarter Assessments, SAT, and DCAS) in four content areas: ELA, mathematics, science, and social studies.
		This indicator measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11, and DCAS for grades assessed for science and social studies). The state's long-term goals include proficiency goals for ELA and mathematics. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students. See Academic Progress description for information on high school growth.
		Feedback from stakeholder groups such as Teachers of the Year Advisory Council, Teaching and Learning Cadre, PTA, Delaware State Education Association (DSEA), and community members indicated that these metrics should continue to be included.
		DDOE will include these metrics in the accountability system.
ii. Academic Progress	Growth in ELA (4-8 and HS) Growth in Mathematics (4-8 and HS) Growth to Proficiency (4-8) Growth of Lowest Quartile (4-8 and HS) Growth of Highest Quartile (4-8 and HS)	Growth metrics measure how well schools are improving student learning over time and are measured by statewide assessments (Smarter Assessments and SAT). Growth metrics assist with meaningful differentiation by distinguishing between schools with similar proficiency rates.
		This indicator measures student-level growth in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11). Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state.
		Feedback from surveys, community discussions, and various stakeholder groups indicated that growth should be a significant factor in the accountability system. Moreover, stakeholder



Indicator	Measure(s)	Description
		feedback indicated that DDOE should include a Growth-to-Proficiency metric as well as growth of both lowest and highest quartiles to better identify achievement gaps as well as include growth of our highest performing students.
		Stakeholders also strongly supported requiring statewide administration of the PSAT to provide a more valid, reliable, and comparable growth measure.
		Feedback from a wide variety of stakeholder groups also indicated a strong desire to have a more transparent method for measuring growth at the student level.
		In response to stakeholder feedback, the DDOE will continue to measure student growth for elementary, middle, and high schools, and we are investigating costs and effective processes needed to include the PSAT in its growth calculations at the high school level.
		The DDOE will revisit its current school-level aggregate growth methodology, which currently cannot be replicated by LEA staff, and is exploring a growth-to-target approach that provides transparency, reports student-level data, and can be replicated by educators at the school level.
iii. School Quality or Student Success	On Track for Graduation in 9th Grade (HS only)	This high school metric is the percentage of 9 <sup>th</sup> grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.
	Chronic Absenteeism (K-12)	The U.S. Department of Education's definition of chronic absenteeism is the unduplicated number of students absent 10% or more school days during the school year.
		Feedback from stakeholders, such as DSEA, discussion groups, and the Governor's Advisory Committee, strongly recommended that the attendance measure be replaced with chronic absenteeism.

Indicator	Measure(s)	Description
		Research shows that chronic absenteeism is strongly correlated with low performance and low persistence. Whereas most schools show very similar attendance rates, a measure of the percentage of students who are chronically absent, and therefore not present to learn, provides for meaningful differentiation among all schools. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school's rating for this indicator as well as to the school's overall rating.
		Based on stakeholder feedback and supporting research, the DDOE will include the chronic absenteeism metric.
	College and Career Preparedness (9-12)	Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated successful preparation for education and career training after high school through advanced coursework and technical skills attainment. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school's rating for this indicator as well as to the school's overall rating.
		Feedback from the Governor's Advisory Committee, community conversations, the Delaware School Boards Association, and surveys indicate a desire to include additional college and career preparation options within this metric.
		Based on the feedback received, the DDOE will include the following options in this metric:
		<i>College and Career Preparedness Option:</i>
		One college and one career preparedness option (listed above)



Indicator	Measure(s)	Description
		<i>College Preparedness Options:</i>
		AP (3 or better)
		IB (4 or better)
		Postsecondary credit attainment with a B or higher outside of a state-approved program of study
		SAT College- and Career-Readiness Benchmarks (ELA, mathematics, and writing)
		<i>Career Preparedness Options:</i>
		DDOE-approved industry credential
		Certificate of Multiliteracy
		Postsecondary credit attainment with a B or higher within a state-approved program of study
		Successful completion of an approved co-operative education and/or work-based learning extension
		Armed Forces Vocational Aptitude Battery (ASVAB) General Technical (GT) score of 70+
iv. Graduation Rate (HS only)	Four-Year Adjusted Cohort Graduation Rate Five-Year Adjusted Cohort Graduation Rate Six-Year Adjusted Cohort Graduation Rate	<p>Delaware's long-term goals for the four-year adjusted cohort graduation rate, as well as the extended year cohort graduation rates, represent statewide expectations to increase the number of students graduating from high school. School-level and subgroup results will be compared against state-level long-term goals on an annual basis to determine progress. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers. Extended graduation rates of five and six years are included in the current DSSF to recognize that some students, including those with extended graduation rate individualized education plans (IEPs), need additional time to graduate.</p> <p>Feedback from multiple stakeholders, such as the Measures of School Success and Reporting discussion group, the Delaware State PTA, community surveys, and the Teachers of the Year Advisory Council, indicated that the four-, five-, and six-year adjusted cohort graduation rates should continue to be used.</p> <p>The DDOE will continue this approach.</p>



Indicator	Measure(s)	Description
v. Progress in Achieving English Language Proficiency	WIDA ACCESS 2.0 for ELs (1-12)	<p>The DDOE has developed a growth-to-target model—please refer to Section 1 for details. The measure will be based on the annual WIDA ACCESS 2.0 Assessment for EL Composite Scale Score.</p> <p>Through assistance with WIDA researchers, technical assistance from CCSSO, and an analysis of Delaware EL success on the state ELA content assessments, the DDOE has determined that a student's exit target, or AT, will be defined as a 5.0 composite PL on the ACCESS for ELs 2.0 assessment. Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in ELP as ELs that meet the ELP cut SS within the established timeframe consistent with a student's baseline PL. Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 5.0 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.</p>

*The following measures will be reported only and will not be included in the DSSF calculation.*

Measure(s)	Description
Suspensions/Expulsions (K-12)	<p>The DDOE currently defines this metric as the number of suspensions and expulsions in each school with comparisons to district rates and state rates.</p> <p>Feedback from a variety of stakeholders indicates that reporting on the percentage of suspensions and expulsions in a school helps to provide a picture of the school's climate and level of student engagement. Stakeholders also expressed concerns that inclusion of this metric in a school's rating could incentivize schools to underreport infractions. This measure will be reported only.</p>
Student/Teacher/Parent Survey (K-12)	Feedback from a wide variety of stakeholders, such as discussion groups, DSEA, and community surveys, indicates that student, teacher, and parent engagement surveys provide a comprehensive picture of school climate and should be included in the accountability



Measure(s)	Description
	system. Conversely, stakeholder feedback also voiced that surveys could be “gamed.” This measure will be reported only.
Educator/School Administrator Retention (K-12)	<p>Feedback from community conversations recommended including teacher and school administrator retention as a measure of school climate.</p> <p>There is research to support the relationship between teacher and school administrator retention and student learning. These data will be available through the Excellent Educator Dashboard (EED).</p>
Class Size (K-12)	<p>In grades K-5, class size equals the number of students per homeroom as identified in the state’s pupil accounting system, eSchoolPLUS, while the total number of classes offered throughout the day are used to calculate class-size distribution for grades 6-12.</p> <p>Stakeholders did not provide a strong recommendation regarding inclusion of this metric; however, survey results and community conversations indicated that it is important to report class size. This measure will be reported only.</p>
Specialist-to-Student Ratio (K-12)	Feedback from community conversations and the Measures of School Success and Public Reporting discussion group indicates that student access to counselors, librarians, nurses, school psychologists, and other school-based specialists is an important measure to report. This measure will be reported only.
Equitable Access to Effective Teachers (K-12)	<p>Data relating to educator effectiveness, experience, and teaching out of field will be available through the EED.</p> <p>Significant stakeholder feedback indicates a strong desire to include this metric in order to capture which teachers are teaching which students. This measure will be reported only.</p> <p>Inclusion of this metric also reinforces ESSA’s requirement that low SES and students of color in Title I schools not be taught at higher rates by ineffective, out-of-field, or inexperienced teachers.</p>
Postsecondary Outcomes	<p>Performance for this metric does not currently receive a rating in the accountability system. Rather, the current DSSF reports data associated with this metric, defined as the percent of students who enroll in a postsecondary institution within one year after high school graduation.</p> <p>Feedback from the Governor’s Advisory Committee recommends that this metric continue to be included in the accountability system. As a result of this feedback, this measure will be reported only and will include college, postsecondary education, apprenticeship, military service, and entrance into the workforce at one-year post graduation.</p>
Rate of ELP Attainment	Percentage of EL students who meet their target (PL 5.0 exit criteria) annually.



## B. Subgroups.

- i. List the subgroups of students from each major racial and ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

### *March 13, 2017 Revised Template Questions*

A.4.i.a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

A.4.i.b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Subgroups included in the DDOE accountability system include

- All Students
- American Indian
- African American
- White, Hawaiian/Pacific Islander
- Asian, Hispanic
- Multiracial
- SWD
- EL
- Low SES

Although not required in the accountability determination, consistent with 200.16(a)(2), the DDOE will be also reporting, but not including in DSSF calculations, performance data for the following subgroups: homeless, foster care, and military dependent.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Not applicable.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

### *March 13, 2017 Revised Template Question*

A.4.i.c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No



The DDOE will include former ELs in academic achievement and academic progress indicators for four years. This decision is the result of public feedback reported from the Measures of School Success and Public Reporting discussion group and from the LEA ESL Coordinators. The longitudinal data analysis of former ELs will allow the DDOE to determine if exited students need additional supports in order to meet academic achievement targets. The continued tracking and inclusion of this subgroup will also equip LEAs with data to provide continued intensive support to former ELs with low literacy levels and who are at risk of failure or dropout within the four years following their exit from EL services.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:
- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
  - ☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
  - ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.
  - ☒ Other – **DDOE State-Proposed Option 4:** The state would like to propose to the U.S. Department of Education a fourth option for recently arrived EL students.

**March 13, 2017 Revised Template Question**

A.4.i.d. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
- ☒ Other – **DDOE State-Proposed Option 4:** The state would like to propose to the U.S. Department of Education a fourth option for recently arrived EL students.

The DDOE defines recently arrived ELs as an EL whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive). Recently arrived status only applies to content area testing in grades 3-8 and 11.

It is the DDOE's intention to create an accountability system that is responsive to newly arrived ELs. Historically, newly arrived ELs represent a wide variety of ELP levels as well as diverse prior formal educational experiences. Stakeholders, including the Governor's Advisory Council, the ESL Coordinators, and ESSA community conversation participants, recognize that a high level of ELP is a necessary precursor to academic proficiency. Current research demonstrates that it will take anywhere from five to seven years to meet this high level of proficiency.

Therefore, the DDOE proposes the following option that complements the state's ELP accountability measures and goals. In this option, newly arrived ELs are afforded the time to acclimate to a new educational environment and to develop the academic language needed for success on statewide assessments. This option also highlights the importance of student growth over time toward content proficiency.



**Year 1:** Provide an exception to the ELA participation requirement and exclude mathematics results from accountability (reported only).

**Year 2:** ELA and mathematics must be assessed, but results are excluded from accountability (reported only).

**Year 3:** ELA and mathematics results are only included in the growth indicator.

**Year 4:** ELA and mathematics results are fully included in accountability.

#### **Inclusion of English Learners' Performance in Accountability**

<b>Time in Delaware Schools</b>	<b>Subject</b>	<b>Will Students Participate?</b>	<b>How Will Results be Included?</b>
<b>Year 1</b>	English Language Arts	No	N/A
	Mathematics	Yes	Reported only
<b>Year 2</b>	English Language Arts	Yes	Reported only
	Mathematics	Yes	Reported only
<b>Year 3</b>	English Language Arts	Yes	Included in growth indicator only, but not in the academic achievement indicator
	Mathematics	Yes	Included in growth indicator only, but not in the academic achievement indicator
<b>Year 4</b>	English Language Arts	Yes	Fully included in both growth and academic achievement indicators
	Mathematics	Yes	Fully included in both growth and academic achievement indicators

#### **C. Minimum Number of Students.**

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

#### ***March 13, 2017 Revised Template Questions***

A.4.ii.a. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students

A.4.ii.c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Accountability systems use a minimum number of students (n-size) for determining whether to include a specific metric in a school's accountability rating. The rationale is that, when the number of students is very small, the metric is not likely to be a reliable measure of school performance. Therefore, if the number of students for a metric meets or exceeds the



minimum n-size, the measure is considered reliable and is included in the school's rating. The measure is excluded if the minimum n-size is not met.

The majority of feedback received from multiple stakeholder groups, including the National Downs Syndrome Congress and The Advocacy Institute, indicated a strong desire to decrease the current n-size of 30 in order to address the academic needs of all subgroups of students. The DDOE has decided to lower its n-size to 15, which is consistent with current reporting rules and eliminates the disparity between the current n-size for accountability (30) and reporting (15).

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

***March 13, 2017 Revised Template Question***

A.4.ii.e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number.

The DDOE's minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability.

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

***March 13, 2017 Revised Template Question***

A.4.ii.b. Describe how the minimum number of students is statistically sound.

ESSA Section 200.17(a)(1) prohibits a state from using disaggregated data for reporting purposes or accountability determinations if the number of students in the subgroup is insufficient to yield statistically reliable information. Using a minimum n of 15 for accountability provides both statistical reliability across accountability metric calculations and privacy protection for those subgroups too small to report without disclosing personally identifiable information.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The DDOE's accountability system does not average data across years or subgroups. The DSSF uses multiple measures for each required subgroup under Section 200.16(a)(2). To ensure the statistical reliability and soundness of the accountability data, the DDOE will use an n-size of 15.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;



**March 13, 2017 Revised Template Question**

A.4.ii.d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

The DDOE uses a two-tiered approach to disclosure avoidance. When reporting aggregate counts for mutually exclusive subgroups (e.g., race/ethnicity subgroups or subgroups by grade) where the total for all subgroups is also reported, the DDOE suppresses aggregate data reporting for subgroups smaller than the minimum n-size. When reporting percentages, true percentages will be capped if those percentages and the counts that underlie them compromise student privacy. The DDOE will use an n-size of 15.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

The table below shows the number of students excluded from accountability calculations based on changes in n-size. The current n-size is n=30. The proposed n-size is n=15.

For example, using an n-size of 30, 366 African American students are excluded from accountability statewide. By decreasing the n-size to 20, 138 African American students are excluded. If the n-size is reduced to 15, 60 African American students are excluded, and with an n-size of 10, 14 are excluded.

Demographic	Total n	n=30	n=20	n=15	n=10
African American	38,765	366	138	60	14
American Indian	512	512	512	512	424
Hispanic/Latino	19,243	760	352	158	70
Asian	4,629	1,556	1,023	750	401
Hawaiian	151	151	151	151	140
White	59,626	437	224	140	91
Multiracial	3,507	2,079	1,132	679	316
EL	8,329	1,291	877	491	248
Low SES	42,867	366	171	77	26
SWD	19,157	377	74	41	41

Feedback from the Governor's Advisory Committee indicated an interest in seeing how many schools would be excluded at each n-size. The table below illustrates how many schools, out of 215 total statewide, would meet the various minimum n thresholds for each demographic area. As n-size decreases, the number of schools held accountable for each subgroup increases.



Schools Excluded	n=30	n=20	n=15	n=10	Total # of Schools
African American	14	6	3	0	215
American Indian	215	215	213	205	215
Hispanic/Latino	34	22	14	7	215
Asian	168	140	129	108	215
Hawaiian	215	215	215	214	215
White	25	18	13	8	215
Multiracial	161	120	91	61	215
EL	105	83	72	47	215
Low SES	8	7	2	0	215
SWD	12	4	3	3	215

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

The DDOE is not considering using an n-size that exceeds 30.

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

***March 13, 2017 Revised Template Question***

- A.4.v.a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Starting in the summer of 2014, the DDOE engaged with stakeholders across the state to devise a comprehensive and authentic structure for measuring school and LEA performance. As a result of these consultations, the DSSF was designed to incorporate multiple academic and nonacademic measures related to college and career readiness for all students.

The DDOE will continue to implement the DSSF to categorize performance of all public schools. To aid in meaningful differentiation between schools and between LEAs, ratings are based on performance in each indicator (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress Toward English Language Proficiency).



Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e. exceeds, meets or meets few expectations) based on a summative index score. Terminology to be used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for Comprehensive Support and Improvement (CSI), while subgroup summative index scores will be used to identify schools for Targeted Support and Improvement (TSI). Schools that do not fall in one of these two categories will be identified as “Other”. DDOE will develop final school support designation titles for CSI, TSI, and “other” schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.

While the DSSF applies to all schools, Delaware charter schools are also held to additional standards of accountability and transparency. Adherence to state Charter School Performance Frameworks (<http://www.doe.k12.de.us/Page/2267>) is required at the point of application as well as during annual reporting of charter school performance, formal review, and renewal processes as mandated by Delaware’s charter school law. Charter school performance is reported for each charter school and collectively for all charter schools annually.

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Under the current multiple measures accountability system, schools and districts receive ratings based on performance in each indicator (e.g., Academic Achievement, Growth, On Track to Graduation, and College and Career Preparation). With the proposed refinements to the DSSF, there are five indicators (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress Toward English Language Proficiency). Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for CSI, while subgroup summative index scores will be used to identify schools for TSI. Schools that do not fall in one of these two categories will be identified as “Other”. DDOE will develop final school support designation titles for CSI, TSI, and “other” schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.



Under ESSA, schools will be identified for CSI and TSI during the 2018-2019 school year using 2017-2018 data. DDOE will have the ability to calculate the new DSSF by the end of November 2018, which will afford identified schools time to conduct their comprehensive needs assessments and develop plans during the remainder of the 2018-2019 school year. Implementation of those plans must begin no later than the beginning of the 2019-2020 school year.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

***March 13, 2017 Revised Template Question***

A.4.v.b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Feedback from community conversations, surveys, DSEA, the Governor's Advisory Committee, and the Measures of School Success and Public Reporting Discussion Group highlighted the importance of weighting student growth more than absolute proficiency in order to capture progress at the school level. Feedback also highlighted the importance of providing considerable weight to learning conditions such as school quality and student learning opportunities.

Based on this feedback, combined with the ESSA requirement that academic factors, in the aggregate, be given more "substantial weight" than nonacademic indicators, the DDOE seeks to utilize the following weights at the indicator level:

- Academic Achievement – 25%
- Academic Progress– 35% (growth metrics to include overall growth, growth to proficiency, and growth of the lowest and highest quartiles)
- School Quality/Student Success – 20%
- Graduation Rate – 10%
- Progress Toward ELP – 10%

With the proposed weighted measures outlined above, the DDOE's accountability system will contain an aggregate of 75% academic metrics. A group of data stewards and experts representative of all LEAs in Delaware and data experts at the DDOE will model and vet the final weighting of the metrics within the DSSF.

- iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

DDOE will calculate summative index scores and provide both summative text-based identifications and summative school support designations. The summative index score will be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.



Identification of public schools for CSI will be calculated by rank ordering Title I schools as measured by the overall score on the DSSF and identifying the 5% lowest-performing Title I schools.

Feedback from the School Support and Improvement Survey, the Governor's Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that "all schools" should be considered when identifying CSI status rather than just Title I only or Title I eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the advisory committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying schools for CSI. The DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

TSI-1 schools will be identified based on an index across all indicators of the DSSF for each student subgroup. This subgroup summative index score will then be compared to the performance of all students in CSI schools. The DDOE will then rank the performance of each subgroup in this set of schools. The 5% of accountability schools with the lowest-performing subgroup summative index scores will be identified as TSI-1 schools.

Feedback from chiefs and charter school directors indicate that, in addition to summative index scores and summative text-based identifications, summative school determinations as CSI, TSI, and a third "Other" determination should be reported on school report cards.

DDOE will include both the summative text-based identification and the summative school support designation for each school on the school report cards.

DDOE will develop final school support designation titles for CSI, TSI, and "other" schools through stakeholder consultation.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

The DSSF is comprised of indicators, or metric areas, that have varying weights. The academic achievement, academic progress, graduation rate, and progress toward ELP indicators, in aggregate, weigh substantially more than the school quality/student success indicator.

All indicators, with their varying weights, will be aggregated into an overall score. The range of possible overall scores is from 0 to 500. Actual overall scores for schools based on current data for all students range from about 80 to 450. Based on current data, the schools in the lowest-performing 5% of Title I schools (potential CSI schools) for their overall DSSF score are also consistently among the lowest-performing schools on the substantially weighted indicators.

Weighted DSSF calculations will also be performed for each subgroup in each school to identify TSI schools. Data modeling shows that the schools with the lowest-performing subgroups will be the ones most likely identified for TSI.



- E. Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

***March 13, 2017 Revised Template Question***

A.4.vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

As required by federal law, the DDOE is committed to all schools meeting the 95% student participation for all students and for all subgroups. DDOE will report the participation rates for schools. For schools that do not meet the 95% participation rate, DDOE will require each school to submit a plan that includes strategies for meeting participation requirements. For schools that do not meet the participation rate for multiple years or that do not show sustained improvement in meeting the 95% participation rate, DDOE will implement additional actions and interventions as appropriate.

- F. Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The DDOE does not currently average data across school years. However, DDOE is considering data averaging as this procedure helps to mitigate statistical anomalies. These anomalies tend to be seen in small schools where one student's data could dramatically sway overall school performance.

- G. Including All Public Schools in a State's Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

***March 13, 2017 Revised Template Question***

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

For those schools whose grade configuration does not require the administration of a statewide academic assessment (e.g., K-2 schools), the DDOE's current accountability system attributes a portion of each applicable third grader's academic performance on a prorated basis to the schools in which they attended grades K-2. That performance is then aggregated to attribute an accountability score to those schools with non-assessed grades. The school that provided kindergarten services would be accountable for 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided



second grade services gets 30% of the score; the school that provided third grade services gets 40% of the score. DDOE will continue to use this methodology.

ii. Schools with variant grade configurations (e.g., P-12 schools);

For those schools with grade configurations that span both elementary and secondary grades, (e.g., P-12 schools), the DDOE's current accountability system treats these schools as secondary schools to generate an accountability rating.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Any metric with an n-size smaller than the accountability threshold will not be included when calculating accountability ratings. The points associated with those metrics will either be redistributed to other metrics within that indicator, or they will be subtracted from the total number of points possible. For example, if a school has no tested grades in science, either the points associated with the science metric will be redistributed to ELA, mathematics, and social studies, or the total number of points for the academic achievement indicator will be reduced according to the business rules.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

**March 13, 2017 Revised Template Question**

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

There are two categories used to identify the accountability status of a school, including schools that serve special populations:

- Category 1 – Schools that are Title I schools for the given year.
- Category 2 – Schools that are not Title I schools for the given year but have enrolled students generated through the unit count process.

If a school falls within either of these two categories, the school receives an accountability rating. However, some schools serving special populations are not considered accountability schools. In this case, students are reassigned back to an appropriate accountability school. As such, the DDOE accountability system captures all students regardless of the school they attend. Charter schools that are identified as serving "at-risk" students are governed under state charter school law and may have alternate measures above and beyond the measures included in the statewide accountability system.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at



least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

**March 13, 2017 Revised Template Question**

A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Newly opened schools with at least one state assessment-eligible grade currently receive an accountability determination per the DDOE's accountability business rules. If the newly opened school has a grade configuration that does not require a statewide assessment, current business rules stipulate they do not receive an accountability score until such time as their grade configuration expands to state assessment-eligible grades or their students matriculate into state assessment-eligible grades, whichever comes first.

**4.2 Identification of Schools.**

**A. Comprehensive Support and Improvement Schools. Describe:**

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

**March 13, 2017 Revised Template Questions**

A.4.vi.a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

A.4.vi.d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

A.4.vi.g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

**CSI School Identification:** ESSA specifies that SEAs "establish a state-determined methodology to identify beginning with school year 2017-2018, and at least once every three



school years thereafter one statewide category of schools for comprehensive support and improvement”. Schools meeting the following criteria are required to be identified:

- *Lowest-Performing 5% of Title I Schools (CSI-1)*: The lowest-performing 5% of all Title I schools in the state (based on performance on accountability framework over no more than 3 years).
- *Low Graduation Rate High Schools (CSI-2)*: All public schools (Title I or non-Title I) that graduate less than 67% of their students. States can set a higher graduation rate requirement.
- *Schools with Chronically Low-Performing Subgroups (CSI-3)*: Any Title I school with at least one chronically low-performing subgroup of students. Chronically low-performing subgroup of students is defined as a subgroup that is performing as poorly as all students in any of the lowest performing 5% of Title I schools and that has not sufficiently improved (as defined by the state) after implementation of a TSI plan over no more than three years.
- *CSI-Re-identified (CSI-R)*:
  - ♦ Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures.
  - ♦ Schools initially identified under ESSA that do not meet CSI targets within the identification cycle will be “re-identified” as CSI-R.

The identification of CSI schools will be determined based on an index across all indicators of the DSSF. DDOE will use summative index scores to identify the lowest-performing schools in the state. Using this methodology, the state will identify CSI schools every three years.

Feedback from the School Support and Improvement Survey, the Governor’s Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that “all schools” should be considered when identifying CSI status rather than just Title I only or Title I-eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the Governor’s Advisory Committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying CSI schools. With regard to the consideration of all schools for CSI identification, the DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

When asked to consider whether the state should use the lowest 5% of all schools or the lowest 5% of schools by each grade span (elementary, middle, and high), two stakeholder groups (surveys and community conversations) clearly indicated that the state should identify schools by grade span. Conversely, the majority of the Governor’s Advisory Committee conveyed that the schools should be determined by rank order.

Subsequent data modeling suggests that rank order will identify schools across all grade spans. Therefore, the DDOE decided to identify the lowest 5% of schools in rank order.



In addition, all public high schools (Title I or non-Title I) that graduate less than 67% of their students will be identified for CSI beginning in the 2018-2019 school year using 2017-2018 four-year cohort graduation rate data.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI beginning November 2021.

The DDOE will identify CSI schools by the end of November 2018 using 2017-2018 school year data. LEAs and schools will then conduct needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. LEAs will assist schools in conducting a needs assessment, analyzing the data, and developing school improvement plans. The DDOE will provide support and assistance to LEAs in the form of:

- Planning tools and templates;
- Sample needs assessment tools;
- Root cause analysis;
- Fiscal and plan monitoring;
- Evidence-based resources/strategies;
- Assistance in plan development and grant application; and
- Deploying DDOE experts for ongoing support.

LEAs will not be required to use the DDOE identified tools and resources; however, if an LEA elects to use a locally developed template, it must meet DDOE approval and ESSA needs assessment, planning, and budgeting requirements.

CSI schools will be identified in November every three years beginning in November 2018. Identification will be based on the prior school year's data (DSSF indicator index, four-year graduation cohort rate), and whether prior-cycle TSI exit targets are or are not met.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

### ***March 13, 2017 Revised Template Question***

**A.4.viii.a. Exit Criteria for Comprehensive Support and Improvement Schools.** Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

#### ***Exit criteria for CSI schools:***

ESSA requires the state to establish uniform statewide exit criteria for schools implementing a CSI plan. At a minimum, exit criteria must require that within a state-determined number of years (not to exceed four years), the school: 1) improves student outcomes; and 2) no longer meets the criteria for identification as a CSI school (suggesting that exit criteria need to be aligned to the state's accountability framework).

The majority of individuals across all the stakeholder groups agreed that the exit criteria for schools identified for CSI status should be the same as the criteria for which the school was identified. Similarly, the stakeholder groups agreed that schools should have up to four years to exit CSI status. When asked, "If a school meets its exit criteria early (less than four years),



what should be the next step?” once again most stakeholders (surveys, community conversations, Governor’s Advisory Committee) conveyed that the state should require schools to meet targets for a second year in order to validate and sustain outcomes for students. In that regard, the stakeholders also indicated that schools should develop a “sustainability plan” while receiving additional funding as well as ongoing monitoring and technical assistance from the DDOE.

Schools identified for CSI status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit CSI status (not exceeding four years in total). The DDOE will identify the first cohort of CSI schools by the end of November 2018, using 2017-2018 data. The subsequent cohorts of CSI schools will be identified in November for each identification cycle.

The circumstances and factors contributing to the status of each school vary. This will require the DDOE to provide individualized support to schools and LEAs. During the “Needs Analysis” phase, the DDOE will work with the LEA and school to examine previous school improvement efforts. This will include examining evidence of effectiveness and implementation of programs, systems, strategies, initiatives, assessments, staffing, and other factors that were intended to drive improvement.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once schools are identified, the DDOE will negotiate CSI exit targets with LEAs based on the data from the 2017-2018 school year. The DDOE will collaborate with LEAs to establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent is to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be immediately re-identified in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school and work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

*Note:* Any charter school identified for CSI will be placed on the formal review process as outlined in [14 Del Code § 515](#) and follow the formal review process in lieu of the CSI process.

***If a school does not exit CSI status within four years, what should be the next step?***

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, “Enhanced on-site technical assistance and professional learning,” provided by the DDOE with an additional 40% requesting, “More intensive support and oversight to schools,” and a “Leadership capacity review.”

Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an



external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine the efficacy of previous school improvement efforts/plans and current school conditions. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.

The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input, and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

**B. Targeted Support and Improvement Schools. Describe:**

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

**March 13, 2017 Revised Template Questions**

A.4.vi.e. **Targeted Support and Improvement.** Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

**TSI School Identification:** ESSA calls for schools to be identified as in need of “targeted support and improvement” if they have at least one subgroup of students underperforming. ESSA calls for two types of TSI schools:

- *Low-Performing Subgroup at Level of Lowest 5% of Schools (TSI-1):* Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).
- *Consistently Underperforming Subgroups (TSI-2):* Schools (Title I or non-Title I) that have at least one “consistently underperforming” subgroup as identified through a DDOE-established methodology (to be determined) based on the state’s accountability system.



TSI-2 schools will be identified using similar methodology as used for the identification of TSI-1 schools as outlined in section 4.2.B.ii; however, TSI-2 schools will be identified based on all accountability schools not already identified under CSI or TSI-1. TSI-2 will be identified annually beginning in November 2019. The DDOE will consider TSI-2 schools as “watch list” schools and will provide technical assistance to support LEAs, similar to the supports provided to TSI-1 schools. The LEA will help schools develop and monitor a plan for targeted support and improvement. If TSI-2 schools do not make sufficient progress prior to the next identification cycle for CSI and TSI-1, they may be identified for TSI-1.

- ii. The DDOE’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

***March 13, 2017 Revised Template Questions***

A.4.vi.f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

The DDOE will first identify schools for CSI as outlined in section 4.2.A. TSI-1 schools will be identified based on an index across all indicators of the DSSF for each student subgroup. This subgroup summative index score will then be compared to the performance of all students in CSI schools. The DDOE will then rank the performance of each subgroup in this set of schools. The 5% of accountability schools with the lowest-performing subgroups will be identified as TSI-1 schools. The DDOE will identify TSI-1 schools every three years based on the prior school year’s data (DSSF indicator index for each subgroup of students). The first identification will be in November 2018 using 2017-2018 data.

*Please see above section 4.2.A for stakeholder feedback regarding school improvement identification.*



SY 17-18	<ul style="list-style-type: none"> <li>• <i>Continuation of school support and improvement cycle under Ed Flex Waiver</i></li> <li>• Year 2 implementation for Focus</li> <li>• Year 3 for Focus Plus, and Priority Schools</li> <li>• DDOE technical assistance and support to LEAs and schools</li> </ul>
	➤ <i>Baseline data for first cohort identification, support and improvement cycle (under ESSA)</i>
SY 18-19	<ul style="list-style-type: none"> <li>• Year 3 implementation for Focus</li> <li>• Sustainability for Focus Plus and Priority Schools until ESSA identification in November 2018</li> <li>• DDOE technical assistance and support to LEAs and schools</li> </ul>
	➤ <i>First cohort identification and improvement cycle begins (under ESSA)</i> ➤ November (2018): CSI and TSI-1 schools identified ➤ November-May (2018-2019): CSI and TSI-1 target setting and needs assessment/planning support to LEAs and schools; may include planning grants, depending on funding ➤ May-July (2019): CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA + TSI-1 grant submission to DDOE
SY 19-20	➤ July-August (2019): CSI plan approval and funding to LEAs ➤ Year 1 implementation for CSI and TSI-1 schools ➤ DDOE technical assistance and support to LEAs and schools ➤ November (2019): first annual TSI-2 schools identified ➤ November-May (2019-2020): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ May-July (2020): CSI & TSI-1 year 2 plan review/reflect and grant submission to DDOE
	➤ July-August (2020): CSI plan approval and funding to LEAs ➤ Year 2 implementation for CSI and TSI-1 schools ➤ DDOE technical assistance and support to LEAs and schools ➤ Year 1 implementation for TSI-2 schools ➤ November (2020): annual TSI-2 schools identified ➤ November-May (2020-2021): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ May-July (2021): CSI & TSI-1 year 3 plan review/reflect and grant submission to DDOE
SY 20-21	➤ July-August (2021): CSI funding to LEAs ➤ Year 3 implementation for CSI and TSI-1 schools ➤ Year 2 implementation for TSI-2 schools ➤ November (2021): annual TSI-2 schools identified ➤ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ DDOE technical assistance and support to LEAs and schools
	➤ <i>Second Cohort school identification and improvement cycle begins (under ESSA)</i> ➤ November (2021): <b>CSI-R</b> , TSI-1, and CSI schools identified ➤ November-May (2021-2022): <b>CSI-R</b> , TSI-1, and CSI target setting and needs assessment/planning support to LEAs and schools ➤ May-July (2022): <b>CSI-R</b> , TSI-1, and CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA ➤ November (2021): annual TSI-2 schools identified ➤ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➤ DDOE technical assistance and support to LEAs and schools

*TSI-1: Low-Performing Student Subgroup at level of lowest 5% of school (based on DSSF scoring index)*

*TSI-2: Consistently Underperforming Schools (based on DSSF scoring index)*

*CSI-R: Re-Identified CSI Schools; at each three-year school identification and improvement analysis*

*Exit Targets: Set at time of identification; specific DSSF score index is the determining factor for identification and exit*



- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

#### **March 13, 2017 Revised Template Question**

A.4.viii.b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for TSI-1 status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit TSI-1 status (not exceeding four years in total). The DDOE will identify the first cohort of TSI schools by November 2018. LEAs and schools will then conduct a comprehensive needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. Subsequent cohorts of TSI-1 schools will be identified by November each year. Schools and LEAs will conduct needs assessments between November and May, and begin implementation prior to the following school year.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once identified, the DDOE will negotiate with LEAs to determine TSI-1 exit targets using baseline data from the 2017-2018 school year. The DDOE in collaboration with the LEAs will establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent will be to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be identified as CSI status in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school in each subgroup that led to identification. The DDOE will work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI.

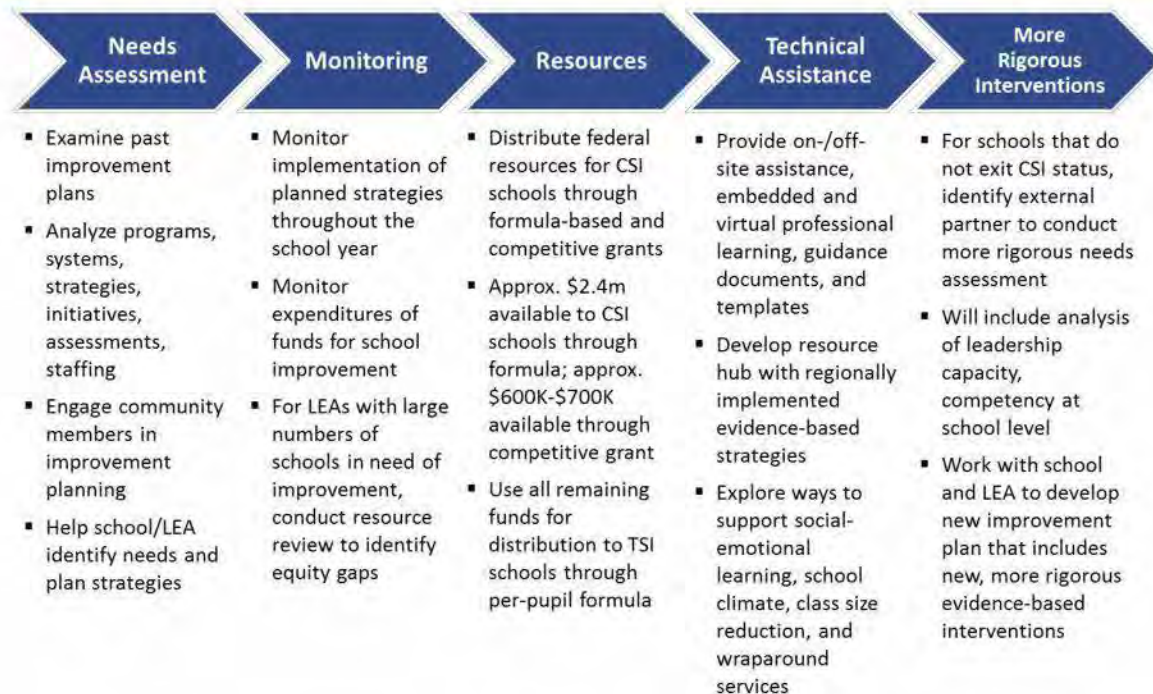
#### **4.3 State Support and Improvement for Low-Performing Schools.**

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The DDOE intends to build sustainable continuous improvement leadership at the LEA and school level by providing differentiated supports throughout the needs assessment, planning, and implementation process. DDOE supports will be provided based on the individual needs of each LEA and school and will be reduced as LEA and school expertise grow. The following graphic summarizes the range of individualized supports the DDOE will provide to schools and LEAs in need of improvement.



DDOE will provide **individualized support** to schools and LEAs in need of improvement



Individualization will be key in the school improvement process. The circumstances and factors contributing to the status of each school vary from school to school. This will require the DDOE to provide individualized support to schools and LEAs. During the “Needs Analysis” phase, the DDOE will work with the LEA and school to examine previous school improvement efforts/ plans. This will include looking at programs, systems, strategies, initiatives, assessments, staffing, and all factors that were intended to bring about change in that school. It will be important for the school/LEA to understand the context and environment in which these prior efforts occurred and the fidelity of implementation. The intent is to conduct an honest and comprehensive needs assessment; develop an actionable, ambitious, and realistic plan with a clear focus; and implement that plan with fidelity and support.

Another element necessary for successful school improvement is community engagement. Schools under improvement must engage stakeholders in a meaningful way to conduct an honest needs assessment and develop an appropriate improvement plan to address identified needs.

The DDOE will work with LEAs/schools to engage the community in a much more open, comprehensive way. The DDOE will support LEA and school engagement efforts with families, the community, local businesses, and other agencies.

As mentioned in Section 2.2.C with regard to the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment. The comprehensive needs assessment will be required as part of the consolidated grant application process. The DDOE will support and guide LEAs in identifying and prioritizing greatest needs and in planning long- and short-term implementation strategies. The DDOE intends to build continuous improvement leadership at the LEA and school level by providing supports throughout the needs assessment, planning, and implementation process.



The DDOE will monitor implementation of targeted strategies throughout the year and provide information on evidence-based best practices, supporting resources, on-demand guidance, and other technical assistance to support effective execution and implementation. In particular, the DDOE will monitor school improvement implementation and expenditures of related funds as part of the monthly check-ins. This will include the examination of progress implementing evidence-based strategies and whether the LEA is on track in spending funds aligned to the improvement plan strategies and by funding category.

When considering how the DDOE should distribute Title I funds for schools identified for CSI, the DDOE asked stakeholders to consider whether it should be a formula-based grant, a competitive grant, or a hybrid of the two. More than twice as many participants in the stakeholder community conversations supported the hybrid approach compared to the formula grant, while none supported the use of a competitive grant process. Similarly, stakeholders that responded to the School Support and Improvement Survey agreed that the DDOE should distribute funds through a hybrid funding mechanism versus a strict formula grant. None of those surveyed indicated that the distribution of funds should be through a competitive grant.

The DDOE will award school improvement funds through a hybrid grant process that combines a formula-based allocation with optional additional competitive funds also available. Each school will receive a formula-based amount of funds determined by student enrollment. The LEA may also apply for and receive additional funds allocated through a rubric-based competitive grant process.

The DDOE will have approximately \$3.2 million in 1003(a) school supports and improvement funds, of which, approximately \$160,000 are set aside for state administration purposes. The remaining amount of just over \$3 million would be available as pass-through funds to support school improvement.

Since the DDOE would need to identify eight CSI schools to meet the 5% identification requirement, there would be less than \$400,000 available per school. Therefore, the DDOE proposes to provide a formula grant for CSI schools based on a per-pupil amount for the first \$2.4 million. Based on estimates of the total enrollment across identified schools of approximately 3,000 students, the per-pupil amount for formula awards will be approximately \$800. If the formula amount does not sufficiently enable effective implementation of selected improvement strategies, then the LEA may also apply for a portion of the remaining \$600,000 to \$700,000 on a competitive basis. Competitive grant awards will be determined based on strategy alignment to identified needs, evidence base of selected strategies, and verified costs. This information will be included in the formula funds application, and will not require significant additional work for the LEA or school.

The DDOE will allocate state school improvement funds to provide CSI supports to non-Title I schools performing as low or lower than the 5% lowest-performing Title I schools.

DDOE funding available under ESSA section 1003(a) will very likely be insufficient to fund TSI-1 schools at a significant level. Once all CSI school improvement funds have been allocated, the DDOE will examine the remaining funds to determine available money to best support TSI schools.



Any remaining 1003(a) funds will be combined with any excess program state administration funds and/or available state funds in order to provide fiscal support for TSI school improvement efforts. Once this amount is determined, LEAs will be eligible to apply for TSI support based on a per-pupil amount. Regardless of funding amounts, the DDOE will still provide technical assistance to support LEAs and schools identified as TSI-1 and TSI-2 and recommend that the LEA set aside funds to provide additional support to each TSI school.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

***March 13, 2017 Revised Template Question***

**A.4.viii.e. Technical Assistance.** Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA CSI plans. The DDOE will offer a variety of supports to schools and LEAs that could include on-site technical assistance; off-site networking sessions; embedded professional learning; virtual learning experiences; guidance documents; and templates to support needs assessment, improvement planning, and monitoring.

The DDOE will collaborate with LEAs and regional assistance centers to develop a resource hub with regionally implemented, evidenced-based strategies. In addition, the DDOE will assist LEAs in exploring and identifying appropriate resources in national clearinghouses, such as:

- What Works Clearinghouse
- Results First
- Regional Education Laboratories and the Regional Comprehensive Centers
- Best Evidence Encyclopedia

As mentioned previously throughout this plan, the DDOE conducted a variety of stakeholder engagement activities to elicit input. Community Meeting participants provided valuable feedback for the DDOE to consider when outlining options for technical assistance and identifying evidence-based strategies for ESSA. While opinions often varied by topic and question, a set of common themes did emerge:

- *Addressing social and emotional skills.* Participants discussing both measures of student readiness and early learning programs stressed the need to prioritize social and emotional learning as an area to provide instruction and measure student ability.
- *Developing a positive school climate.* Participants felt that it was important that school climate be included as an indicator of school quality and enhanced as a strategy for improving teacher recruitment and retention.



- *Ensuring smaller class sizes.* Ensuring smaller class sizes was emphasized as an important strategy during discussions about how to help ELs, special education students, and students experiencing poverty or trauma, and in conversations about recruiting and retaining teachers.
- *Providing access to wraparound services.* The availability of “wraparound” services, such as mental and physical health care, counseling, after school programs, tutoring, and other supports, were discussed in a variety of ways across all three topic areas.

The DDOE will explore and identify strategies, resources, and opportunities that can assist in addressing the themes outlined above. The DDOE will work with LEAs, the business community, and other state agencies to address common needs identified through the LEA-led needs assessments, root cause analyses, and school improvement plan processes.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

***March 13, 2017 Revised Template Questions***

A.4.viii.c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

A.4.viii.f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

As mentioned previously in section 4.2.A.ii:

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, “Enhanced on-site technical assistance and professional learning” provided by the DDOE, with an additional 40% requesting, “More intensive support and oversight to schools,” and a “Leadership capacity review.”

Schools identified for improvement under previous iterations of the law and re-identified under ESSA will automatically be elevated to CSI-R status. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine previous school improvement efforts/plans, programs, strategies, initiatives, instructional practices, assessments, staffing, systems development, and all factors that were intended to bring about change in that school. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.



The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

Based on comprehensive needs analysis, including the qualitative needs analyses, an LEA will be required to amend its comprehensive support and improvement plan to:

1. Address the reasons the school did not meet the exit criteria, including whether the school implemented the interventions with fidelity and sufficient intensity, and the results of the new needs assessment.
2. Update how the LEA will continue to address previously identified resource inequities and identify any new resource inequities consistent with the requirements to review those inequities in its original plan.
3. Include the implementation of additional evidence-based interventions in the school *that are identified by an external LEA needs assessment* and that are more rigorous and based on strong or moderate levels of evidence.

The DDOE will provide support and guidance to the LEA for providing operational and financial flexibility for schools identified for improvement.

Note: Determining what constitutes a “more rigorous intervention” will depend in part on what interventions the school previously implemented, the effectiveness of implementation, and other factors that did not lead to improved outcomes. This will take a concerted effort between DDOE and the LEA to examine programs, systems, strategies, and financial alignments that were contributing factors to the lack of improved outcomes. The determination of a “more rigorous intervention” will be made on a school-by-school basis. Interventions will be aligned to the school’s needs assessments and the indicator areas for which the schools were identified.

See previous section 4.2.A.ii in which the exit criteria for CSI is described. The process outlined in this section will be considered as part of the “more rigorous intervention” strategy.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).



**March 13, 2017 Revised Template Question**

A.4.viii.d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires states to review resource allocation between LEAs and between schools for those LEAs with a significant number of schools identified as TSI or CSI. A review of resource allocation must include a review of LEA- and school-level resources, among and within schools, including:

- Disproportionate rates of ineffective, out-of-field, or inexperienced teachers identified by the state and LEA consistent with sections 1111(g)(1)(B) and 1112(b)(2) of the Act; and
- Per-pupil expenditures of federal, state, and local funds required to be reported annually consistent with section 1111(h)(1)(C)(x) of the Act.

Also including, at the school's discretion, a review of LEA- and school-level budgeting and resource allocation with respect to resources described above and the availability and access to any other resource provided by the LEA or school, such as advanced coursework, preschool programs and instructional materials, and technology.

As mentioned earlier in section 4.2 regarding identification for CSI and TSI, LEAs will conduct a needs assessment to assist schools in developing appropriate improvement plans using evidence-based strategies. However, at the beginning of each four-year improvement cycle, those LEAs determined to have a significant number of schools identified for school improvement will work in collaboration with the DDOE to conduct a comprehensive needs assessment to identify any resource inequities. LEA size varies across the state of Delaware, and, therefore, a "significant number" of schools will depend on the total number of schools in the LEA. The DDOE will work in cooperation with the LEAs to determine what a significant number means on a case-by-case basis. For example, in a district with only four schools, a significant number may be one school, whereas in a district with ten or more schools, a significant number may be more than two.

Staff members across DDOE branches and workgroups will work in collaboration with the LEAs to assess resource inequities and provide support for improvement plan development and implementation. Internal collaboration and coordination across the various branches and workgroups will allow the DDOE to more efficiently and effectively support and monitor LEA school improvement planning and implementation. In that regard, ongoing assessment of potential resource inequities will be included as part of the regular monitoring that the DDOE already conducts for federal and state programs. By including this ongoing assessment and feedback as part of required monitoring, the DDOE will be efficient in supporting LEAs.



## Section 5: Supporting Excellent Educators

*Educator quality remains the most significant in-school factor affecting whether Delaware’s students receive the great education that they deserve.*

Across the nation, poor and minority students frequently have access to fewer quality educators and educational resources than their nonminority and more affluent peers. Delaware has long focused on closing educator equity gaps because we, as a state, believe that the achievement gap will only close for our highest need students when all students have equitable access to the most effective and well-prepared educators.

While some schools in Delaware have closed educator equity gaps, statewide student achievement data reveals we have more work ahead. With increased federal and stakeholder attention on educator equity, the urgency to spread these pockets of success across the state has never been greater.

The DDOE has one team solely focused on educator and leader quality. There are nine guiding principles that govern the work of this team and enable the DDOE to provide supports to LEAs.

- Improve School Leadership
- Strengthen Educator Preparation
- Enhance Educator Selection and Retention
- Improve Professional Learning,
- Teacher Leadership
- Increasing Fidelity of Educator Evaluation to Provide Actionable Feedback
- Use High-Quality Data to Make Decisions
- Enhance Licensure and Certification Requirements
- Child Protection

Some of these principles are expanded upon below as meets the requirements of the ESSA statute. Others are specific to Delaware law and needs, and, therefore, are not expanded upon below as they are not required by ESSA statute. For a more robust look at Delaware’s Plan to Ensure Excellent Educators for All, please see this link—[Delaware's Plan for Excellent Educators For All](#). DDOE provides supports to all schools across the state that indicate the desire to increase their educator and leader quality. There is a specific focus on how to support those schools that have faced significant challenges.

DDOE will continue to work with the Educator Equity Steering Committee on all of this work to determine how to best support educators and leaders.

*Delaware will only close the achievement gap for our students if all students (including students in poverty, students of color, students with special needs, and students who speak English as a second language) have equitable access to the most well-prepared and effective educators.*

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*



- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

***March 13, 2017 Revised Template Question***

**D.3. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*):** Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The following is a basic description of the licensure and certification requirements for the field of education in Delaware. Delaware has a four-tiered licensure system for educators (see [14 Del. Code, Chapter 12](#)). Regulations governing the educator licensure and certification system were developed by the Professional Standards Board (PSB) and were approved by the State Board of Education (<http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>). The DDOE is responsible for the implementation of this licensure system.

***Licensure*** – The four tiers of the state licensure system are:

- Tier One – Provisional License (1 year) – Awarded to an applicant who has:
  - Completed a bachelor's degree from a regionally accredited, four-year college, or university.
  - Achieved a passing score on an examination of general knowledge.
  - Achieved a passing score on a content-readiness exam.
  - Either completed a student teaching program or a state-approved equivalent: (a) 91 days in lieu of student teaching but not for educators in core content areas; (b) is enrolled and participating in an Alternate Route to Certification (ARTC) program; (c) is applying for a Provisional License and certification as a specialist and completes practical experience.
  - During this time, applicants who have not completed a performance assessment as part of their bachelor's degree program have the opportunity to do so.
- Tier Two – Initial License (3 or 4 years) – A three-year Initial License is awarded to an applicant who has met the requirements of the Provisional License. Upon initial application, if an individual applicant meets all the qualifications, including the passage of a performance assessment, a four-year Initial License is awarded.
- Tier Three – Continuing License (5 years) – Renewable license for educators with four or more years of experience. Educators must complete 90 clock hours of professional development and complete a criminal affirmation to renew this license.
- Tier Four – Advanced License (10 years) – Educators holding National Board Teaching Certificates are placed on an Advanced License. An Advanced License is renewed when the National Board Teaching Certificate is renewed. If an educator does not renew, the educator will be placed on a Continuing License.

***Certification*** – The Professional Standards Board regulates certification. For specific certification requirements, each subject area has a specified list of requirements that can be found at <http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>



- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

***March 13, 2017 Revised Template Question***

D.6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

**Educator Preparation Program Strategies**

The DDOE is committed to promoting well-designed education preparation programs and supporting program graduates during their early years in the classroom and to preparing a diverse pool of aspiring educators who will enter the classroom learner-ready. The DDOE will achieve this by:

- Collecting and reporting key indicator data on educator preparation programs. These indicators will enable the DDOE to make informed decisions regarding program renewal and will support educator preparation provider continuous improvement efforts.
- Aligning educator preparation programs with current and projected workforce needs and providing authentic clinical experiences in Delaware schools.

The DDOE publishes Educator Preparation Program Reports biennially that reflect levels of program effectiveness. Program performance is categorized based on program candidate and graduate data over the last five years. The reports review metrics across a variety of domains including recruitment, candidate performance, placement, retention, graduate performance, and perceptions. Student growth and teacher performance are included in the graduate performance domain. Programs are categorized as renewed, renewed with conditions, or on probation. If programs are renewed with conditions or placed on probation, they will enter a cycle of continuous improvement and are required to develop a plan of actions and indicators of progress. Based on stakeholder feedback, additional metrics will be included in the fall of 2018 to track equitable access to effective educators and educator preparation program effectiveness. These metrics include student teaching placements in high-need schools and effectiveness of recent graduates in high-need schools.

The DDOE will provide annual reporting beginning in the 2018-2019 school year. Reports may be accessed at <http://www.doe.k12.de.us/domain/398>

**Competitive Innovation Grants**

In order to address needs highlighted by the Educator Preparation Program Reports, the DDOE aims to provide Competitive Innovation Grants, contingent on available funding. These innovation grants will provide supports for educator preparation programs and P-12 partners to focus on recruitment, deepening clinical practice, and supporting novice educators with priority given to our high-need schools and LEAs. The grants provide an opportunity for schools and



districts to work more closely with educator preparation programs to ensure aspiring educators are ready to meet the needs of all students.

*\*All funding is subject to available capital, determined on an annual basis. Even if funding is not available, the DDOE is committed to working with LEAs and IHEs to meet the overall needs of our newest educators to serve all of our children.\**

**C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

#### **New Educator Induction and Mentoring** (see [14 Del. Admin Code §1503](#))

Current research and stakeholder feedback received from survey results and educator equity focus groups highlight the need to provide greater support for Delaware's newest educators to ensure all of Delaware's students receive a quality education and are college and/or career ready.

By providing comprehensive support to novice educators, the DDOE and LEAs work together toward increasing educator retention rates, improving best practices of both new and veteran staff members, and positively impacting student achievement. The DDOE has provided support for induction and mentoring since 1994.

The DDOE began offering competitive grant opportunities to LEAs in the 2013-2014 school year. Induction grants fund LEA development and/or delivery of innovative induction program models for new educators. The DDOE also provides new teacher and mentor academies as well as an online professional ethics course to support mentors and new teachers. This includes programming that:

- Increases teachers' understanding of how students learn;
- Enhances classroom management skills;
- Helps teachers directly align curriculum with academic goals; and
- Provides strategies for engaging parents and families.

Given that professional learning activities are more likely to be effective if they are ongoing, supported, and sustained, the DDOE's commitment to educator equity includes programs designed to create embedded, continuous, and effective professional learning opportunities for educators at all stages of the profession.

#### **Teacher Leadership Initiatives and Pilot**

While the DDOE recognizes that LEAs are crucial partners in preparing leaders, many leadership pathways currently require teachers to leave the classroom for administrative positions. Feedback from stakeholders, via survey responses, focus groups, and emails, has emphasized the



importance of opportunities for educator professional growth and for keeping strong teachers in the classroom.

The DDOE directly provides leadership opportunities to educators, supports LEAs in creating teacher-leader pathways, and works to elevate the profession by providing:

- The Teacher-Leader Toolkit, which equips LEAs with clearly defined, yet locally adaptable, strategies to leverage the value of teacher leaders.
- The Teacher-Leader Pilot program in select LEAs, which is designed to develop teacher leadership in partner schools and identify best practices to spread throughout the state.
- The Delaware Talent Cooperative identifies and financially rewards highly effective educators that exhibit commitment and service to their communities. It serves as a forum for professional learning, collaboration, and recognition among Delaware's top educators in high-need schools.
- Support to LEAs and other stakeholders for improving compensation, incentives, and leadership opportunities for teachers.

#### **Educator Feedback Cycles and Evaluation** (see [14 Del. Code, Chapter 12](#))

DDOE has a statewide educator evaluation system and alternatively approved educator evaluation systems as permitted by state law. The statewide educator evaluation system incorporates multiple measures of educator performance, including, but not limited to, planning, classroom management, instruction, and student growth. DDOE approval of alternative evaluation systems requires assessment of multiple performance metrics, with student growth being a mandatory component.

District administrators, charter school leaders, educators, and DDOE officials have consistently noted that stakeholders must work together to bring greater integrity to educator evaluation. Specifically, evaluation must provide individualized feedback/coaching, accurate ratings, and an overall integration of multiple measures of student growth and teacher effectiveness. The DDOE will provide training and coaching supports for principals and LEAs to enhance educator evaluation implementation and thereby improve instruction through more regular and targeted observations and individualized feedback.

## **5.2 Support for Educators.**

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Resources to Support State-Level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
  - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).



### ***March 13, 2017 Revised Template Questions***

- D.1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.
- D.2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

### **Supporting School Leaders**

Delaware believes the following strategies will address current challenges related to school leader effectiveness and retention, particularly for students who need them the most. Following is a brief summary of the potential new strategies.

#### ***Increase high-quality preparation programs for leaders in high-need schools.***

Regulation 1595 allows for new and innovative approaches to developing school leaders. Delaware seeks to address the challenges associated with poor leader preparation for high-need schools. New programs include the Delaware Leadership Project (DLP) and University of Delaware's Principal Preparation Program (PPP). Organizations such as Teach For America and Wilmington University are also exploring new pre-service pathways in partnership with schools serving low-income communities. Delaware's major pre-service partners are working to address the unique challenges of turnover and effectiveness in order to close educator equity gaps.

#### ***Create a network of leaders in high-need schools.***

Delaware will support at least 10 principals of high-need schools to attend robust, rigorous school leadership training. In addition, DDOE will support the ongoing development of school leaders and their teams through training and by sharing key lessons learned.

### **Supporting Recruitment and Selection of Effective Educators**

*Join Delaware Schools* ([www.joindelawareschools.org](http://www.joindelawareschools.org)) is a statewide educator recruitment portal that went live in May 2013 and was one of the first of its kind in the country, notably due to the high level of district and charter participation. The purpose of this initiative is to provide education professionals seeking employment an easy and effective way to search for available jobs throughout the state. Job seekers also can apply for multiple available positions with one application. Through the *Join Delaware Schools* online portal, potential candidates can search openings, learn about districts and individual schools, and post their résumés to one centralized site where districts or charter schools looking for talented teachers and leaders can access them.

Future plans include linking the portal to the state financial system, which will allow LEA human resource users to cross-reference and link a variety of information on applicants without the need to input the same information more than once. DDOE also is exploring ways to strengthen the site's ability to capture and display recruitment and hiring data, which inform districts of hiring trends, identify gaps in recruitment related to hiring needs, and have the ability to inform statewide policy.

DDOE is committed to working alongside LEAs and educator preparation programs to build stronger pipelines and selection models. This could include helping to develop robust selection models that identify specific competencies related to serving students from disadvantaged



backgrounds during the interview process. DDOE can connect LEAs to one another to share best practices and can provide national resources for this work as well. One LEA in the state has been using an effective and efficient model for leader selection. DDOE has committed to encouraging this LEA to share across the state with charters and traditional districts.

In addition to a robust focus on school leadership and recruitment and selection of educators, the DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity by

- Supporting LEA efforts to recruit, develop, and retain the best educators;
- Providing resources for comprehensive induction and mentoring programs; and
- Making robust and actionable educator effectiveness and preparation program effectiveness data available to LEAs.

Focus groups, online survey comments, and feedback from school leaders also support development of a comprehensive induction program to support new school leaders and to provide greater access to leadership development.

Based on stakeholder feedback, the DDOE will offer the following supports:

- Offer LEAs competitive grant opportunities (contingent on available funding) to design, implement, and support school leadership opportunities to build local capacity with a focus on recruitment and preparation, professional learning, retention, and compensation.
- Support a comprehensive induction program for new or novice school leaders.
- Develop high-quality educator preparation programs and alternative routes to certification by raising standards and strengthening assessment and support. This includes evaluating program effectiveness by compiling data on the qualifications of enrollees, considering student achievement in classes led by program graduates, and tracking placements in schools that predominantly serve low-income students and students of color. DDOE is also committed to facilitating partnerships between LEAs and educator preparation programs that institutionalize best practices, increase quality and effectiveness, and ultimately improve student achievement.
- Offer resources and tools to LEAs, including district and school level data, Excellent Educator Dashboard (EED) and Educator Equity LEA Planning Toolkit.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

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**D.4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)):** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

State and local leaders are committed to providing educators opportunities to improve their practice through meaningful and differentiated professional learning experiences aligned with the



state's standards for professional learning. The Learning Forward standards were adopted as the state standards for professional learning in 2012 (see [14 Del. Admin Code](#)).

The examples below include professional learning designed to improve educator practice and student outcomes. Key aspects of professional learning are quality experiences that are responsive to emerging educator and student needs, customized resources designed to build knowledge and skills and provide follow-up support, and structures that are maximized to build teacher-leader and/or administrator capacity.

These initiatives will continue to be evaluated and discussed with stakeholders to determine the need to continue and improve them as necessary for efficiency and effectiveness.

Key levers for advancing strong professional learning systems include:

- Incentivizing – Reimagining Professional Learning Grants.
- Training – directors of instruction trained in each of the professional learning standards via the Teaching and Learning Cadre and Literacy Coalition.
- Technical assistance – during the Consolidated Grant writing process.
- Support structures – school site visits, teacher leader academies, eLearning resources.
- Program evaluation support – educating central office staff members and modeling the evaluation of program effectiveness according to Guskey's 5 Levels for Evaluating Professional Development framework.
- Applying the Guskey framework to the evaluation of DDOE-led initiatives.
- Stakeholder engagement – development of a statewide vision for professional learning and gathering feedback.

While educator professional learning can come in various forms, professional learning content should be related to both professional growth needs and the needs of students. Examples of initiatives to improve the skills of educators in identifying and providing instructional skills based on student needs are outlined below:

### **Delaware Early Literacy Initiative**

The DDOE provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's State Systemic Improvement Plan (SSIP) is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student's specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP Advisory Council, the state's stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP's State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware's statewide assessment.



### **Response to Intervention Guiding Coalition**

The DDOE provides supports and structures to all stakeholders on providing high-quality instruction and interventions matched to students' needs through the Response to Intervention (RTI) Guiding Coalition. The Coalition includes stakeholders from each of the three counties at the elementary and secondary levels in both mathematics and reading/writing. The RTI Guiding Coalition will:

1. Identify barriers to implementation of RTI at each of the three tiers, with recommendations on how to clear the path;
2. Identify bright spots of RTI implementation as opportunities for larger replication; and
3. Research and make recommendations about resource allocations and professional learning.

### **Reading-Writing Project**

The DDOE provides systemic structures and supports for teachers to identify students with specific learning needs and provide instruction based on student needs. The DDOE will support cohorts of grade-level teams, including special education teachers, to create Delaware state standards-aligned ELA units for statewide use. Cohort professional learning will focus on:

1. Learning progressions to help teachers understand the trajectory of instruction toward mastery of each standard; and
2. Formative assessments aligned to learning progressions to better ascertain where learning breaks down and to determine appropriate instruction based on the needs of students.

### **Learning Leader**

The DDOE provides supports for school leaders to identify effective instruction and provide effective feedback to teachers based on student achievement by implementing the strategies learned through this network. A cohort of principals and other school leaders will participate in formative classroom walkthroughs in schools throughout the state. Successful implementation will include:

- A common language for educators (principals, teachers, central office, coaches) to describe the impact of effective instruction on student learning and achievement.
- The knowledge, skills, and confidence for principals to drive professional learning forward for individual teachers and instructional teams.
- The knowledge, skills, and confidence to design and differentiate professional learning plans for individuals and groups.

### **Reimagining Professional Learning Innovation Grants**

The DDOE provides innovation grants designed to improve standards-based instruction. Reimagining Professional Learning Grants support the work of schools to improve the quality and efficacy of professional learning for educators. In spring 2016, the DDOE awarded over \$400,000 to 21 elementary, middle, and high schools across the state to support their efforts towards job-embedded, intensive, collaborative, data-driven, outcome-focused professional learning. Awards were based on each school's integration of the DDOE's professional learning standards (Learning Forward). Grants incorporate innovative, rigorous models of professional learning for instructional strategies to strengthen teaching and learning in areas specific to the



school's needs assessment, as well as address issues of equity and access. Awarded schools received technical assistance from DDOE in changed leadership, program evaluation, learning designs, as well as through a midyear and end-of-year checkpoint.

### **Cadre and Coalition Meeting Structures**

The DDOE convenes LEA leaders monthly through Coalitions and Cadres for science, mathematics, ELA, and social studies. These meetings provide a structure for professional learning, resource development and dissemination, trainings, cross-LEA collaboration, and strategic planning. In most cases, these meetings are co-led by LEA and SEA leaders.

### **School Site Visits**

For the past three years, DDOE has conducted site visits to Delaware schools to provide feedback on the implementation of the state standards. A team of content experts spends a full day on site—interviewing teachers, students, parents, and administrators; analyzing important documents; and conducting classroom walkthroughs. Following the visit, the school is provided a report, which summarizes the commendations, recommendations, and expectations in four areas of focus: implementation of the standards, supporting each learner, professional learning and support, and leading and problem solving.

### **eLearning, Anytime Anywhere Learning for Educators**

In response to the patterns noticed through DDOE school site visits, professional learning opportunities are put in place to address major areas of need. The team keeps a tracker of the themes that emerge from the visits each year and uses this data to guide the development of eLearning options to make available statewide.

### **Math Curriculum Academy**

Teachers statewide are convened to focus on specific areas of challenge within the mathematics standards and to develop curricular resources. Districts and charter schools can adopt or adapt these resources for use within their local curriculum. The Academy started by addressing middle school, where a significant drop in student proficiency occurs (grade 6), and is now including the high school and elementary levels.

### **Science Teacher Leader Project**

A cohort of 200 teacher leaders from every Delaware school district and a majority of charter schools meets monthly to support the implementation of state science standards. In its third year, these teacher leaders have unpacked the standards, are engaged in professional learning with national experts to know the standards deeply, take the lead in providing turn-key professional learning in their schools, and gather to share evidence of impact and share best practices across schools.

### **Professional Learning Plan Technical Assistance**

The DDOE will provide LEAs technical assistance for developing professional learning plans. Technical assistance will support data analyses, identification of needs, and identifying evidence-based strategies to improve leadership practice, teacher practice, and student learning.



## Micro-Credentialing

Micro-credentials are an emerging learning design that shows promise for offering educators an on-ramp for identifying and meeting classroom-specific professional learning needs. A few key features define educator micro-credentials. First, they are competency-based, meaning that the educator will need to demonstrate the skill and translate it to learning outcomes for students. Second, they are personalized, and can be accessed in an on-demand schedule. As a personalized learning design, micro-credentials allow educators to focus on a discrete skill related to their professional practice, student needs, or school goals. The department, in consultation with the Professional Standards Board's professional development and associate compensation committee is currently developing a process to use micro-credentials as another option available to educators to earn clock hours for re-licensure. Organizations such as Educators Rising and the National Education Association currently offer micro-credentials, which target effective pedagogical practices in areas such as cultural competencies on anti-bias instruction and equitable classroom culture. The DDOE will work with DASA, DSEA, and the districts to explore ways to offer professional learning and micro-credentials in a way that will support excellent educators across the state.

### 5.3 Educator Equity.

- A. Definitions.** Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	<b>Educator Evaluation Summative Ratings:</b> An ineffective educator has earned an overall unsatisfactory summative rating (either "Ineffective" or "Needs improvement") on his/her most recent overall summative evaluation. The overall summative rating reflects educator performance in five equally weighted components using Delaware's Performance Appraisal System II (DPAS-II) or an equivalent, alternative evaluation system and is aligned with the requirements contained within Delaware statute.
Out-of-field teacher*+	Teachers who do not hold full certification required for a particular class in which they are the teacher of record and have not demonstrated subject-matter competence for the content of the class as outlined in Delaware statute (reference <a href="http://delcode.delaware.gov/title14/c012/sc02/index.shtml">http://delcode.delaware.gov/title14/c012/sc02/index.shtml</a> ).
Inexperienced teacher*+	<b>Rates of First-Year Teachers:</b> Most teachers improve considerably during their first year of practice. The prevalence of first-year teachers is one indicator of equity. For the purpose of this metric, "Inexperienced Teachers" have less than a year of experience.  <b>Rates of Novice Teachers:</b> In Delaware, an "Experienced Educator" is defined as an educator who holds a Continuing or Advanced License. In order to earn a continuing license, an educator must have completed four or more years of successful teaching experience. For



Key Term	Statewide Definition (or Statewide Guidelines)
	the purpose of this metric, “Inexperienced Teachers” have less than four years of experience.
Low-income student	Students are categorized as “low-income” if they receive either Temporary Assistance for Needy Families (TANF) or Supplemental Nutritional Assistance Program (SNAP)—jointly referred to as “Direct Certification”.
Minority student	Students of color who identify as any race/ethnicity other than white.

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
High-need school	A school is classified “high-need” if it is in the top quartile among either elementary or secondary schools in three or more of the following: <ul style="list-style-type: none"> <li>▪ Percent low-income students,</li> <li>▪ Percent ELL students,</li> <li>▪ Percent SWD,</li> <li>▪ Percent underrepresented minority students,</li> </ul> or if the school has more than 90% of their students classified as low-income, ELL, or underrepresented minority.

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- The rates and differences in rates calculated in 5.3.B;
  - The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
  - The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
  - The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

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- A.5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced



teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

The rates and differences in rates calculated in 5.3.B.	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable state privacy policies.	<a href="http://www.doe.k12.de.us/domain/186">http://www.doe.k12.de.us/domain/186</a> and <a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a> <a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R § 200.37	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>
The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R § 200.37	<a href="http://www.doe.k12.de.us/Page/2520">http://www.doe.k12.de.us/Page/2520</a>

DDOE is committed to improving educational outcomes for all students. “Equitable access to excellent educators” is one of the DDOE’s strategic priorities. The DDOE’s educator equity plan outlines specific DDOE activities, and provides recommended actions and supports for LEAs to ensure that inexperienced, ineffective, or out-of-field teachers are not disproportionately assigned to students from low-income families or students of color, or that these students are not exposed to significantly higher rates of teacher turnover. The plan not only includes general statewide reporting on the equitable distribution of effective educators, but it also denotes creating measures that DDOE will use to evaluate and publicly report state and/or LEA progress. Given the importance of strong school leadership, the plan also addresses students from low-income families and students of color’s access to high-performing school principals.

The DDOE has identified the following data sets for educator equity data reporting and analysis:

- Climate survey with an emphasis on teaching and learning working conditions;
- Ongoing educator evaluation data for all educators;
- Fiscal auditing and management;
- New licensure and educator preparation standards implementation; and
- Ongoing protocols of stakeholder groups.

The DDOE will provide annual public reporting of these data sets. This will include progress reports on the DDOE website with notification to LEAs and stakeholders. The DDOE will engage stakeholders and formally update this plan at least every three years based on new data,



new analyses of root causes, and new strategies. This information will also be published on LEA and school profiles (Annual Local Education Agency Report Cards) as required in ESSA.

Beginning in fall 2017, the DDOE will publicly release annual EED reports that track state-, LEA-, and school-level progress toward reducing educator equity gaps. EED reports will include educator effectiveness metrics as outlined in the DDOE Educator Equity Plan. The DDOE released a version of this data to LEAs in fall 2016. These data will be used by LEAs to create their respective LEA equity plans. Over the course of the 2016-2017 school year, stakeholders from across the state will meet to provide feedback on the data reporting structure and components in preparation for a full public release in fall 2017. DDOE would like to highlight that making public reporting decisions with stakeholders will be key to closing educator equity gaps. An example of data that may be misinterpreted is data around inexperienced educators. It is important to consider all data holistically when considering individual metrics. In other words, just because an educator may be newer to the profession does not necessarily mean they are ineffective. The inexperienced data looked at in the aggregate may show patterns that we hope to avoid in the future as we look to retain effective educators at our highest need schools.

The EED may track key leading and lagging indicators of educator effectiveness—pre-service preparation, recruitment, induction and mentoring, educator evaluation outcomes, professional learning opportunities, compensation and career pathways, retention, etc. The compilation of metrics could result in a score/tier for the state and for each LEA and school. Scores could also be used to determine progress toward closing equity gaps and to identify differentiated supports for LEAs and schools. LEAs and schools will also use these data during their comprehensive needs analysis and planning processes.

The DDOE is vetting, refining, and further defining metrics listed below in consultation with stakeholders. During the ongoing consultation process, component weights will be determined and continued alignment with Delaware State Code will be considered.

Metrics (based upon priority equity gaps and stakeholder input) may include:

***Student Access to Experienced Educators***

- Percentage of students scoring in the bottom quartile of state assessment performance who are taught by novice (inexperienced) educators as compared with students in other quartiles;
- Percentage of novice teachers in high-need schools compared with non-high-need schools;
- Percentage of first-year teachers in high-need schools compared with non-high-need schools.

***Student Access to Excellent Educators***

- Percentage of educators in tested subjects earning an “Exceeds” rating on the DSSF student growth measure in high-need versus non-high-need schools;
- Average educator evaluation criterion-level ratings for educators in high-need versus non-high-need schools;
- Percentage of educators earning highly effective summative ratings in high-need versus non-high-need schools.

***Student Exposure to Exiting Educators***

- Total rate of educator turnover, pooled over five years, in high-need versus non-high-need schools;
- Rate of highly effective educator turnover in high-need versus non-high-need schools;



- Total rate of school leader turnover in high-need versus non-high-need schools.

***Student and Educator Access to “Positive” Environment***

- Percentage of educators reporting their school is a “good place to work and learn” in high-need versus non-high-need schools;
- Gap between average compensation in high-need versus non-high-need schools;
- Other school climate or educator working conditions metric (to be determined).

The following metrics may also be included as part of the EED:

- Percentage of all educators who are new to a district and who are hired by June 15 (recruitment);
- Increase in number of applications for positions in high-need schools (recruitment);
- Percentage of first-year mathematics and ELA teachers rated “Exceeds” on Student Growth Component (recruitment/induction);
- Increase in the percentage of educators agreeing with the following statement: “Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers” (professional learning);
- Percentage of an LEA’s schools in the top quartile for teacher ratings and the lowest quartile for student achievement (evaluation);
- Percentage of an LEA’s schools with less than 50% of students proficient and more than 90% of educators rated satisfactory on all observational components (evaluation);
- Percentage of an LEA’s experienced educators with a Student Growth Component score lower than the LEA’s average novice teacher score (evaluation).

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

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**D.5. Data and Consultation (ESEA section 2101(d)(2)(K)):** Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Delaware will use cycles of data analysis and technical assistance to aid LEAs in using Title II, Part A funds toward ensuring equitable access to excellent educators.

The state will first provide LEAs with annual school-level data relating to gaps in educator effectiveness, educator retention, educator experience, and out-of-field educators. With technical assistance and support from the state, LEAs will have the opportunity to identify potential root causes for key gap area(s). This identification process may include additional data analysis done at the LEA or state level, as well as interviews, focus groups, and surveys conducted at the LEA or school level. LEAs must solicit stakeholder feedback in the identification of root causes. Following the identification of the root causes, LEAs can select activities supported by Title II, Part A funds to target those root causes. LEAs must also solicit stakeholder feedback when selecting activities. Annual monitoring and technical assistance will require LEAs to revisit equity data, track progress toward equity gap closure in identified area(s), and modify activities



supported by Title II, Part A accordingly. Stakeholder is defined as educators, leaders, district office, school boards, parents, and community members. This is not meant to be an all-inclusive list and could include other groups.

The teaching environment includes many complex variables (i.e., demands on scheduling and teacher time, autonomy, professional development opportunities) that together can influence student-learning gains, student perceptions of support and rigor, and teacher effectiveness. A Delaware State Education Association (DSEA) 2009 whitepaper cited the importance of teaching conditions and urged “DOE to partner with Dr. Eric Hirsch and the New Teacher Center to conduct an ongoing teaching and learning conditions survey statewide” as part of its planning. In response, DDOE worked with a coalition of partners (including DSEA, the Delaware Association of School Administrators, the State Board of Education, the Governor’s office, etc.) to launch the TELL Delaware survey ([www.telldelaware.org](http://www.telldelaware.org)) in January 2013. TELL Delaware is an anonymous, statewide survey of licensed, school-based educators designed to assess teaching conditions at the school, district, and state levels.

School-based licensed educators completed the survey during a five-week period through an anonymous online access code. This was Delaware’s first statewide survey about teaching conditions and the first statewide survey where results were reported publicly at school, district, and state levels online.

Fifty-nine percent of Delaware educators responded to the survey, representing 6,153 out of a reported 10,392 school-based licensed educators in Delaware. Nearly 80% of schools (175 out of 225, 78%) met the 50% and minimum of five respondents response rate threshold required to receive an individual school-level data report. Results were published and made available online through the TELL Delaware website.

After the results of the TELL Delaware survey were published, the DDOE conducted a workshop for district leaders on “taking action with TELL DE data” for district leaders. The workshop demonstrated how resources provided by the New Teacher Center could be used to reflect upon the data at the school- and district-level and make any needed changes.

TELL Delaware will be given again in May 2017 and will be given biannually thereafter.

Development of the equity plan included stakeholder engagement with:

- District administrators
- Delaware Principals Advisory Group
- Delaware Talent Cooperative
- Nonprofit partners
- Charter school leaders
- Data Analyst Working Group
- DSEA
- DASA
- DDOE’s Directors Council
- Licensure and Certification Committee
- Delaware Workforce Development Board
- Wilmington Education Think Tank
- P-20 Council



- Teaching and Learning Cadre
- Delaware’s Congressional Delegation
- LEA Human Resource Directors
- Parent Advocacy Council for Education (PACE)
- Professional Standards Board (PSB)
- Delaware State Board of Education (SBE)

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
  - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Stakeholders, including human resource directors, Teaching and Learning Cadre members, the Equity Steering Committee, and the Delaware SBE, also identified strategies for addressing significant differences in the rates for which student subgroups are taught by ineffective, out-of-field, and inexperienced teachers. The DDOE is in continued consultation with these stakeholders in order to identify root causes, formulate effective strategies, and develop a prudent timeline for implementation. The table below outlines previously identified plausible causes and possible strategies to address them. The Educator Equity Plan Steering Committee will continue to provide feedback on these strategies. In addition, DDOE will work in consultation with LEAs to assist with their identification of possible strategies and implementation.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
School leadership, including leadership skills, principal turnover, resource allocation, and school leader autonomy.	Provide training and support in educator evaluation, including supporting administrators in using multiple tools to differentiate supports to each teacher’s needs.
Educator preparation, including not preparing educators for success in high-needs schools, too little hands-on experience, and a lack of collaboration between LEAs and IHEs.	Publish scorecards for educator preparation programs, work with IHEs to meet LEA needs, and pursue alternative educator programs that are high quality and targeting high-needs schools.
Recruitment, selection, and staff management practices, including strategic placement, late hiring, contractual hindrances, and difficulty removing ineffective educators.	Continue to provide JoinDelawareSchools.com; improve educator data and analytics, including support for using numerous platforms currently provided, and developing an EED; support school leaders to effectively use educator evaluation systems to target supports to teachers.
Induction and mentoring of new educators, including strategic execution of existing mentoring programs.	Continue to support LEA’s improvement of Delaware’s Comprehensive Induction program, including performance requirements.



Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Low compensation and lack of career pathways.	Work with LEAs to develop teacher leadership pathways, including a statewide pilot.
The immediate need for additional stakeholder input in prioritizing and executing the above strategies.	The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.

*The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.*

*Many of the specifics of larger supports are provided in previous portions of this section. This chart is only intended to provide a high-level overview. It is in no way comprehensive.*

**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating all differences in rates.

DDOE is committed to addressing systemic educator equity gaps. Timelines and interim targets were established based on historical data and stakeholder feedback. The long-term goal is to eliminate disproportionate rates of inexperienced, ineffective, and out-of-field educators in Delaware schools by 2030. Interim targets are set at 2025 and align with the 2015 Plan to Ensure Equitable Access to Excellent Educators for All Students. The tables below show baseline equity gaps and disproportionality rates as described in Section 5.3.B, interim targets, and long-term goals.

Targets and Goals to Alleviate Gaps Between Low-Income Students at Title I Schools and Non-Low-Income Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	2.40 percentage points	3.70 percentage points	1.90 percentage points	0.10 percentage points
<b>2025 Interim Target</b>	0.96 percentage points	1.48 percentage points	0.76 percentage points	0.04 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points



Targets and Goals to Alleviate Gaps Between Low-Income Students at High-Need Schools and Non-Low-Income Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	3.30 percentage points	7.10 percentage points	5.00 percentage points	3.30 percentage points
<b>2025 Interim Target</b>	1.32 percentage points	2.84 percentage points	2.00 percentage points	1.32 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at Title I Schools and White Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	2.50 percentage points	4.10 percentage points	2.50 percentage points	1.20 percentage points
<b>2025 Interim Target</b>	1.00 percentage points	1.64 percentage points	1.00 percentage points	0.48 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at High-Need Schools and White Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		Share of Courses with Ineffective Educators	Share of Courses with Out-of-Field Educators
	<i>First Year Teachers Gap</i>	<i>Novice Teachers (0-4 Years) Gap</i>	<i>Unsatisfactory (Summative) Gap</i>	<i>Out-of-Field Gap</i>
<b>2017 Baseline</b>	4.00 percentage points	9.10 percentage points	7.70 percentage points	6.50 percentage points
<b>2025 Interim Target</b>	1.60 percentage points	3.64 percentage points	3.08 percentage points	2.60 percentage points
<b>2030 Goal</b>	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points



## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions:* When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

#### **March 13, 2017 Revised Template Question**

- A.7. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The DDOE's vision is, "Every learner ready for success in college, career, and life." This requires a strong focus on rigorous standards and assessments, while also providing a comprehensive support system for students along the continuum of prekindergarten to career.

Data show that student proficiency levels start to decrease at key transition points. Specifically:

- Statewide performance on Smarter mathematics shows that proficiency rates peak at 55% in grade 3 mathematics with a steady decline particularly in grades 6-8 and 11.



- A similar trend occurs in ELA proficiency with students achieving 60% proficiency in grade 5, while middle school and high school hover around the 50% mark. (Refer to <http://www.doe.k12.de.us/Page/3014>.)
- In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that only 30% of the state's ninth-grade cohort made it to the second year of college.
- In 2014, the DDOE entered into a statewide data sharing agreement with Delaware's public and private IHEs. Data showed the remediation rate for Delaware students enrolling in college was 44%.
- Historically students of color, SWD, and EL students fall into these patterns at a higher rate than their peers do.

The DDOE will carry out a variety of strategies using multiple funding sources in order to support student transitions and reduce the risk of students dropping out. The DDOE also will develop technical assistance and/or training for LEAs and schools describing which federal funds may be used and how federal funds may be integrated to support student transitions. Additional supports to individual LEAs and schools will be differentiated based on specific needs identified during their comprehensive needs analyses.

DDOE will use funds from a variety of sources to strengthen LEA support of students' transition between early childhood education to elementary school. Sources of funds include, but are not limited to, IDEA; Title IV, Part A; Title I, Part A; and state appropriation funds. Additionally, funding to support student transitions across K-12 and secondary to postsecondary include, but are not limited to, College Access Fund; IDEA; Title IV, Part A; Title I, Part A; Perkins; and private philanthropy funds.

DDOE strategies outlined below are differentiated for each student transition period.

#### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Early Childhood Education to Elementary School***

DDOE defines early learning as the learning that occurs starting at birth to third grade.

Kindergarten entry in Delaware begins at age five. Delaware's existing early learning system supports children from infancy through the age of five in:

- *Private early learning programs:* privately owned or nonprofit community early learning programs operating under a governance structure outside state or federal government. Funding for these programs may include parent fees, Purchase of Care, Early Childhood Assistance Program (ECAP), Head Start, Early Head Start–Child Care Partnership, Part B 619.
- *Public early learning programs:* programs operating under the governance of an LEA, which may include funding such as parent fees, Purchase of Care, ECAP, Early Head Start–Child Care Partnership, Part B 619, and Title I funds.

The Delaware Early Childhood Council promotes development of a comprehensive and coordinated early childhood system, birth to eight years old, which provides the highest-quality services and environments for Delaware's children and their families. The DDOE's Office of Early Learning works on priorities set forth within the Delaware Early Childhood



Council’s Strategic Plan, which has four goals, with correlating objectives and strategies, to accomplish this mission and can be found at:

<http://www.greatstartsdelaware.com/resources/EarlyChildhoodStratPlan.pdf>.

Accordingly, DDOE’s work supports student transitions from early learning environments to elementary school. While all goals are necessary for a comprehensive early childhood system, the outcomes of Goal 2 and Goal 3 affect the transition from prekindergarten to kindergarten.

### Delaware Early Childhood Council’s Strategic Plan

<b>Goal 1: A Healthy Start for All Children</b>	<p><b>Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally:</b></p> <ul style="list-style-type: none"> <li>▪ All children will have high-quality developmental screening and services.</li> <li>▪ All children will have support for healthy social-emotional development, including access to mental health services.</li> <li>▪ All children will have family-centered health and preventive care, including oral health, healthy eating and lifestyles, and immunizations.</li> <li>▪ All families will have access to home visitation services and improved family health practices.</li> </ul>
<b>Goal 2: High-Quality Early Childhood Programs and Professionals</b>	<p><b>All Delaware children will have access to high-quality early childhood programs and professionals:</b></p> <ul style="list-style-type: none"> <li>▪ All Delaware early childhood providers will be top-tier Delaware Stars for Early Success (Stars) programs.</li> <li>▪ All Delaware early childhood providers will facilitate family engagement and support inclusionary practices.</li> <li>▪ Delaware will have among the nation’s most highly skilled and best-supported early childhood workforces.</li> <li>▪ Delaware’s early childhood workforce will be engaged in professional learning that supports continual improvement.</li> </ul>
<b>Goal 3: Aligned and Effective Early Learning System, Birth-3<sup>rd</sup> Grade</b>	<p><b>Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children’s early learning, guided by the “Readiness Equation:” Successful Children = Ready Families + Ready Early Education + Ready Communities + Ready Schools.</b></p> <ul style="list-style-type: none"> <li>▪ Family, community, and school engagement in early learning will be supported statewide by Delaware Readiness Teams and by enhanced resources to support school readiness.</li> <li>▪ Early learning educators and families will have access to data to support their teaching and parenting.</li> <li>▪ Delaware will have unified learning standards and assessments and will engage early childhood and elementary school teachers in shared programs of teacher preparation and professional learning.</li> </ul>
<b>Goal 4: Sustained System Improvement</b>	<p><b>Delaware will develop and sustain policies, programs, and partnerships that generate continual improvement in addressing all children’s developmental needs.</b></p> <ul style="list-style-type: none"> <li>▪ Delaware will be among the nation’s leaders in implementing best practices in early childhood governance, service integration, and effective and efficient public financing.</li> <li>▪ The state will implement continual improvement programs for all early childhood services.</li> <li>▪ The state will regularly review the impacts of agency programs on the overall performance of the early childhood system.</li> <li>▪ Delaware will lead the nation in the scope and magnitude of community partnership and public commitment to early childhood success.</li> </ul>

The DDOE received feedback from community conversations and individual stakeholders that reinforced our top early learning priorities. Stakeholders acknowledged that many factors contribute to a child’s healthy development early in life—children’s holistic social, emotional, and physical well-being are critical to their success in school and in life. For this reason, DDOE commits to strategies that signal a shift from separate early learning systems and K-12 systems to a statewide PK-12 system.

Feedback from community conversations supports the state’s continued investment in existing early learning programmatic approaches, such as Head Start, ECAP, community early learning programs, and IDEA and Part B 619 funded programs, through opportunities afforded by ESSA funds. “Participants emphasize the need for more funding to expand access to early education programs” in order “to enroll all children in high-quality preschool.” Several stakeholders



expressed support for continued use of Delaware Stars for Early Success (Stars), DDOE's quality rating and improvement system. Feedback from community conversations and early learning stakeholder groups also reinforces DDOE's priority to link early learning and elementary programs in order to provide consistency, continuity, and high-quality services for students from birth through third grade.

Incorporating stakeholder feedback into our plan, DDOE has identified the following strategies to support the development or expansion of Stars early learning programs and thus the number of at-risk children enrolled in these programs. These strategies, which require LEAs to use Title I, Title II, Title III, and/or Title IV funds, also specifically support families in making the transition from their choice of early learning program to their child's elementary school.

As a result of stakeholder feedback, the DDOE has identified the following strategies to support student transitions between early learning and elementary school:

- Create a resource toolkit to support LEAs with an identified need to create a partnership with existing community early learning programs or to create or expand LEA high-quality early learning programs. The resource toolkit will include:
  - Community assets and needs assessment tools to determine the local area's need for early learning programs.
  - Tools to determine the potential impact of LEA program expansion or creation on the existing early learning landscape.
  - Policy and procedure guidance for programs.
- Offer technical assistance to LEAs and existing community early learning programs as they choose to develop or expand programs, and/or collaborate with existing community early learning programs. Particular topics suggested through feedback include:
  - Allowable uses of Title I, Title II, Title III, and Title IV funds for serving prekindergarten children in socio-economically diverse classrooms.
  - Allowable uses of Title I, Title II, and Title III funds for development of prekindergarten children's literacy skills.
  - Strategies for supporting children and families' successful transitions into kindergarten, such as online resources on how to register for kindergarten.
  - Strategies for implementing Head Start Early Learning Outcomes Framework requirements.
  - Strategies for engaging families and providing access to supports—social, health, nutrition, and mental health services.
  - Ways in which LEAs that use Title I funds can meet the ESSA requirements for collaboration and coordination with local Head Start programs.
  - Ways in which LEAs can partner with existing community early learning programs to implement the Head Start Early Learning Outcomes Framework.
  - Ways in which LEAs and community early learning programs can access and implement assessment tools that appropriate for early learning environments.
  - Ways in which LEAs and community early learning programs successfully share high-quality professional learning opportunities.
  - Coordination of comprehensive services for at-risk children between LEAs, community early learning programs, and community-based organizations across all sectors to improve the efficiency of services to children and families.



DDOE's use of funds must support its educators and administrators through alignment of early learning and K-12 professional learning and educator preparation. DDOE supports all educators of children birth to third grade to increase their understanding of the developmental needs of children with its plan to:

- Work with LEAs and community early learning programs to develop innovative ways of delivering shared professional learning to all professionals across the PK-12 system.
- Create shared professional learning opportunities for teachers, principals, other school leaders, paraprofessionals, community early learning program directors, administrators, and educators to prepare the LEA to meet the needs of all young children on topics such as:
  - Early learning competencies and age-specific, developmentally appropriate practice:
    - ♦ Differentiated instruction supporting all domains of learning, including language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.
    - ♦ Integrated curricular practices that allow for experiential learning as part of a well-rounded education.
  - The impact of adverse childhood experiences, trauma-informed practices, and an understanding of how this affects student behavior and academic outcomes.
  - How to build inclusive classroom environments.
  - How to practice the “readiness equation” component of school readiness, including addressing the transition to elementary school.
  - How to support dual language learners using culturally competent teaching practices.

Community feedback articulated a need for coordination between the early learning system and the K-12 system for a smooth transition of assessment data. DDOE will strengthen curriculum and assessment alignment between early learning programs and elementary schools through specific actions verified by feedback from community conversations:

- Develop a shared definition and vision for appropriate classroom practices birth to third grade to inform all efforts undertaken in aligning K-12 with early learning.
- Update alignment between the Delaware Early Learning Foundations (standards for early learning) and state standards for grades K-12.
- Create and/or extend “approaches to learning” and “social and emotional” standards to third grade.
- Support LEAs in the implementation of existing PK-second grade models of developmentally appropriate schedules, curricula, and formative assessment, including assessment of dual language learners prior to transition to kindergarten.
- Develop a plan for a shared, cross-sector database that captures child-level outcome data between early learning and K-12 systems.
- Examine the feasibility of supporting early learning approaches that focus on multi-language learning.



### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Elementary School to Middle School***

Many LEAs have practices and procedures in place to provide students with safe and supportive transitions between schools/grade spans. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to support all LEAs to engage in effective transition strategies for students.

Stakeholder feedback from the Student and School Supports Discussion identified several strategies to assist students with this transition. Feedback indicated that at-risk students, specifically low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students, would particularly benefit from these strategies.

As a result of stakeholder feedback, the DDOE will develop technical assistance and/or training/professional learning for LEAs to employ strategies, such as:

- Summer transition academies;
- Increasing middle school career and technical education (CTE) program of study options;
- Student-to-student mentoring;
- Orientation events for students and their families;
- Sharing student-created videos of what to expect at the new school;
- Advisory programs/periods to teach skills;
- Summer student home visits by school staff;
- School visits to the new school during the last year in the current school;
- Teaching students about new expectations in the next school setting during the final year in the current school;
- Open house events for prospective students;
- Continuing native language immersion opportunities when available and considering late-entry additions of newly arrived ELs in middle school immersion continuation models; and
- Supporting adolescent ELs.

### ***DDOE Strategies to Strengthen LEA Support of Student Transitions from Middle and High School to Postsecondary Education and Careers***

In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that:

- Only 30% of the state's ninth grade cohort made it to the second year of college.
- The state's remediation rate for those enrolling in college was 44%.

The DDOE has developed a comprehensive action plan to combat these statistics and provide all students access to rigorous state academic standards, advanced placement (AP) and dual enrollment courses, and meaningful career experiences through Delaware's Pathways to Promise program. The action plan also includes meaningful assessment benchmarks (statewide testing of all 10<sup>th</sup> and 11<sup>th</sup> grade students using the PSAT and SAT assessments) and systematic supports and incentives for LEAs to provide all students a structured transition between high school and postsecondary education.



The DDOE will continue to provide the comprehensive action plan supports listed below. Many of these supports were specifically developed to support successful postsecondary transition for at-risk student populations.

- Strategies to increase participation and success in college-level courses (AP and dual enrollment):
  - Provide funding for exam fees for students who are low income to remove barriers;
  - Provide statewide access to high-quality professional learning for AP instructors;
  - Partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards;
  - Report high school and LEA participation and success rates by subgroup in college-level courses;
  - Use College Board's AP potential tool to increase awareness and access to advanced courses.
- Strategies and systemic structures and supports for high school to postsecondary transition, such as:
  - Facilitate state-level campaigns for college application and Free Application for Federal Student Aid (FAFSA) completion;
  - Promote local development of programming to support targeted groups of students and a schoolwide college- and career-ready culture;
  - Provide communication tools to increase awareness and knowledge of college requirements and options for parents and students.
- Strategies to increase the number of students graduating with meaningful work-based learning experiences (based on the Delaware Pathways Strategic Plan):
  - Build a comprehensive system of career preparation that aligns with the state and regional economies;
  - Scale and sustain meaningful work-based learning experiences for students in grades 7-14;
  - Integrate education and workforce development efforts and data systems;
  - Coordinate financial support for Delaware Pathways Strategic Plan;
  - Engage employers, educators, and service providers to support Delaware Pathways.
- Strategies to eliminate remediation for all Delaware high school graduates:
  - Strengthen rigor of ELA and mathematics courses in K-12 to prepare students for college coursework through increased state standards alignment and professional learning for educators;
  - Develop high school intervention models to support students indicating need for remediation;
  - Develop common benchmarks for placement into entry-level college courses statewide;
  - Implement P-20 Council recommendations for the elimination of remediation;
  - Report high school and LEA college remediation rates by subgroup.
- Strategies to improve access and participation in rigorous academic standards through:
  - Supporting local innovation and deep professional learning for educators;
  - Monitoring alignment to Delaware state standards through use of [14 DE Admin. Code 502](#);



- Implementing collaborative feedback loops between the SEA and LEAs to strengthen implementation of Delaware state standards;
- Providing targeted professional learning to coaches and LEA leaders to support implementation of Delaware state standards.
- Strategies to increase high school graduation rates of ELs and former ELs (to be included in the English Learner Strategic Plan):
  - Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL supports as needed.
  - Develop a system of supports for newcomer ELs, entering Delaware for the first time as a high school student.
  - Develop practices for ELs to fulfill the world language graduation requirement by demonstrating proficiency in their native language.
  - Develop a toolkit of dropout prevention resources specific to ELs for school counselors.
  - Develop partnerships between international students attending local IHEs and secondary ELs to promote high school graduation and college attendance.
  - Connect ELs and former ELs with postsecondary work and college opportunities, e.g., high school co-op experiences, Delaware SEED scholarship, DREAMers—individuals who meet the general requirements of the Development, Relief, and Education for Alien Minors (DREAM) Act.
  - Award a Certificate of Multiliteracy to ELs who have demonstrated a high level of proficiency in their native language in addition to English.
  - Leverage the state’s new Teacher Academy CTE pathway to develop a linguistically diverse teacher pipeline among current and former ELs.
- Strategies to reduce the risk of SWD dropping out of high school through the Delaware Transition Services project:
  - Improving the preparation of middle school students for high school and exploration of postsecondary education/training and career options by developing a statewide, four-course sequence that will provide appropriate college/career transitions starting in middle school and offered to all Delaware youth with disabilities.
  - Providing professional learning opportunities for all educators and partners serving SWD:
    - ♦ Partnering with the DSEA to provide four courses on meeting the needs of diverse learners including SWD; and
    - ♦ Collaborating with the Delaware Department of Labor; Division of Vocational Rehabilitation (DVR); and Department of Health and Social Services, Division of Developmental Disabilities Services (DDDS) to provide biannually a three-day intensive training on “Developing Customized Work-Based Learning and Jobs to Students and Adults with Disabilities.”
  - Ensuring interagency collaboration—partner with DVR and DDDS to carry out:
    - ♦ Early Start to Supported Employment (ESSE) – ESSE is intended to create a seamless transition for students with moderate and significant disabilities leaving school and entering the adult workforce. The primary goal of the ESSE is paid work with post-school supports in place before the student leaves school. At least three agencies along with the student and family must work closely together for this seamless transition to supported employment to be effective.



- ♦ Pathways to Employment – a program through a 1915(i) home and community-based services (HCBS) State Plan Amendment (SPA). The interagency program expands choices and opportunities for persons with disabilities seeking to enter the job market. The program offers individually tailored employment support services to persons with visual impairments, physical disabilities, intellectual disabilities, and autism spectrum disorder—including Asperger syndrome. Pathways supports middle and high school students and persons under age 25 meeting the eligibility criteria.
- ♦ Project SEARCH – Uses a combination of classroom instruction coupled with workplace internships to prepare individuals with developmental and intellectual disabilities for competitive employment.
- ♦ A state interagency team that consistently participates in annual National Technical Assistance Center on Transition (NTACT) activities. Delaware is currently in a long-term technical assistance agreement with NTACT through 2019.
- ♦ The DDOE co-facilitates the Delaware State Transition Council with DVR and DDDS. During State Transition Council meetings, stakeholders are provided an opportunity to give input to current and future Delaware transition initiatives.

**B.** The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

14 DE Admin. Code 503 outlines required courses and course opportunities for all students, and 14 DE Admin. Code 505 outlines graduation requirements for all high school students. However, these regulations do not guarantee that all students will have equitable access to the broad range of courses offered within a school.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote equitable access to a well-rounded curriculum for all students.

Many LEAs have practices and procedures in place to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, students of color, ELs, SWD, or low-SES students are underrepresented. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to encourage all LEAs to engage in effective access strategies for students.

The DDOE will also work collaboratively with LEAs and other agencies to develop technical assistance and training/professional learning supports identified by stakeholders. Stakeholder feedback from the Student and School Supports Discussion Group identified several strategies to assist students’ access to a well-rounded curriculum. Feedback indicated that at-risk students, specifically low-income students, students of color, SWD, students in foster care, homeless students, and ELs, would particularly benefit from the strategies listed below:

- Developing partnerships between the DDOE, LEAs, and mental and physical health programs that promote equitable access to quality programs and supports aligned to student needs, including but not limited to:



- Access to counseling and social workers for children and families;
- Rigorous training and credentialing in teacher preparation programs to help new teachers work with students across all needs—low-income students, SWD, EL students, students in foster care, homeless students, students who have experienced trauma, etc.;
- Access to healthy meals beyond the school day.
- Training and other supports to help educators better understand students from different backgrounds, individual student needs, and cultural ways of learning.
  - Provide recommendations to schools on the use of bilingual staff members and parent liaisons instead of internet translation sites for correspondence with parents.
  - Establish bilingual parent liaisons in schools with high EL student populations to facilitate communication.
  - Clarify to LEAs/schools the requirements and non-requirements for EL, immigrant, and refugee student enrollment to facilitate entrance into schools.
- Developing parent resources to support student transitions.
- Technical assistance to LEAs for providing robust, whole school, extended day programs/clubs.

Additional technical assistance and training/professional learning topics may also include:

- Analyzing data to determine equitable access issues;
- Creating master schedules that do not create access barriers for subgroups of students;
- Course selection counseling to encourage underrepresented students to enroll in courses that align with STEM and more liberal arts realms;
- Strategic school counseling to provide equitable student access to the full curriculum.

The DDOE will continue to refine its technical assistance to LEAs and professional learning in meeting the unique need of ELs:

- Leverage multiple learning designs to provide ongoing professional learning on meeting the needs of ELs, including dual language learners, SWD, and those identified as gifted and talented.
- Provide content professional learning that integrates evidence-based practices to support ELs.
- Provide specialized professional learning opportunities for EL teachers on the integration of English Language Development Standards and the college- and career-ready standards.
- Provide school counselors with focused training on interpreting international transcripts and protocols for the enrollment of immigrant students, including Students with Interrupted Formal Education (SIFE).

The DDOE will also continue to provide the following technical assistance and training/professional learning supports for SWD:

- *Standards-Based IEP Initiative* – LEAs receive professional learning and coaching in developing IEPs that provide meaningful access to the general education curriculum for SWD.
- *ACCESS Project* – Offers professional learning and coaching in the Universal Design for Learning (UDL) framework. This framework reduces barriers in instruction, provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, including SWD.



- *Delaware Accessible Instructional Materials (AIM) Center* – The Delaware AIM Center assists schools in meeting their obligations to students with qualifying print disabilities by: 1) helping school personnel to understand who qualifies for AIM and how to determine which formats best meet a student’s needs, and 2) providing instructional content in accessible formats. Schools can order the materials they need from the AIM website. Materials, in appropriate formats, are then delivered to students at no charge to the LEA or family.
- *Delaware Early Literacy Initiative* – Provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's SSIP is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student’s specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP Advisory Council, the state’s stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP’s State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware’s statewide assessment.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce
- Incidents of bullying and harassment;
  - The overuse of discipline practices that remove students from the classroom; and
  - The use of aversive behavioral interventions that compromise student health and safety?
- ☒ Yes. If yes, provide a description below.
- ☐ No.

***March 13, 2017 Revised Template Question***

A.6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote safe, healthy, and affirming school environments.



Stakeholder feedback from a variety of sources (Student and School Supports Discussion Group, Governor's Advisory Committee, and surveys) recommended strategies to support this work. As a result of stakeholder feedback, the DDOE will:

- Partner with the Delaware Positive Behavior Support Project (DE-PBS) to provide professional learning, coaching, and technical assistance to build the capacity of the LEA Coaches (DE-PBS Cadre), LEA leadership teams, and school-based teams and team leaders to create safe and caring learning environments that promote the social-emotional and academic development of all children.
- Collaborate with the Delaware PBS Project to promote the use of the Delaware School Climate Survey within all LEAs. Provide professional learning and coaching to LEAs on using survey results to conduct needs assessments and climate program development/evaluations relating to safe, healthy, and affirming school environments.
- Collaborate with private entities and community-based organizations to promote anti-bullying awareness within local communities, and support school staff training in evidenced-based prevention/intervention programming within LEAs.
- Provide statewide professional learning and training sessions on Restorative Practices, which are designed as an alternative to suspension practice and as a strategy to foster a positive school climate. Support LEAs in the schoolwide training of all teachers on conducting restorative circles.
- Create an LEA learning collaborative with Casey Family Programs and the Delaware Office of the Child Advocate to promote the adoption of and provide professional learning on trauma-informed/compassionate schools model of school management to address unique behavioral needs of students experiencing childhood trauma.
- Collaborate with teacher preparation programs in IHEs to create credit-bearing courses specifically on trauma-informed practices as a classroom management tool.
- Provide ongoing professional learning and technical assistance to LEAs on current state law (14 Del. C. §702) and regulation (14 DE Admin. Code 610) that bans the use of corporal punishment and limits the use of physical restraint to LEA staff trained in de-escalation techniques and nonviolent, physical restraint techniques, primarily focusing on non-punitive classroom management and de-escalation techniques.
- Collaborate with the Delaware Department of Justice to create an online training on bullying reporting for students and parents.
- Collaborate with the University of Delaware's Center for Disabilities Studies to create and deliver professional learning on reviewing the behavior of a SWD and assessing as to whether or not it is a manifestation of the student's disability.
- Collaborate with the Delaware Association of School Psychologists (DASP) to create and deliver professional learning on conducting a functional behavioral analysis and creating behavior intervention plans for students with or without a disability in order to address student misbehavior through non-punitive methods.
- Create and deliver professional learning for teaching staff on implementing UDL strategies as a classroom management tool.
- Expand public access to data on student disciplinary action that results in student removal from the regular classroom setting for one day or more.



- Develop data tables within the confines of the Federal Educational Records Privacy Act of 1974 (FERPA) that disaggregate student disciplinary removal rates by sex, race, grade level, EL, and SWD for each LEA and school.
- Collaborate with community-based organizations and other state agencies to contract with an outside vendor to conduct a statewide educator conference on social-emotional learning as it relates to decreasing incidents of student misbehavior and bullying/harassment issues.
- Convene a stakeholder group of students, educators, content experts, and community-based organizations to review and recommend content and delivery modifications to current state-mandated, nonacademic supports training on bullying prevention for LEAs.
- Increase the general welfare and safety of Delaware students by providing training and technical assistance to LEA Human Resource Administrators on lawfully and effectively conducting educator licensure investigations related to the mistreatment of students or youth in general as outlined in 14 Del. C. §1218 and 14 DE Admin. C. §1514.

**D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.

☐ No.

In early 2015, the Delaware Senate Concurrent Resolution No. 22 of the 148<sup>th</sup> General Assembly directed that a Task Force be formed to conduct a study on educational technology and update the state educational technology plan to make certain that all Delaware students have access to modern and effective educational technologies that enhance learning and promote college and career readiness.

Recent studies suggest that the three biggest barriers to technology adoption are the lack of leadership support, lack of financial support for training and infrastructure, and lack of quality professional learning. Based on these research findings, the Task Force addressed the following statewide foci for the plan: infrastructure and leadership, teaching and learning, and assistive technology for SWD.

The Educational Technology Report can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/366/State\\_Educational\\_Technology\\_Report\\_FINAL\\_03\\_30\\_2016.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/366/State_Educational_Technology_Report_FINAL_03_30_2016.pdf)

This plan was designed to ensure that all children have a significant opportunity to meet the challenging state academic standards, with training specifically designed to meet the academic and nonacademic needs of specific subgroups outlined in 6.1. Significant time and effort has been placed into the development of Delaware's statewide learning management system (LMS) to ensure access to rigorous content for all learners, including SWD and ELs. Our online professional learning portal for teachers was specifically designed to ensure access and outcomes for all students. The DDOE will use funding from a variety of sources to provide the following supports, which the task force considered critical for the effective use of technology to improve the academic achievement and digital literacy of all students as outlined in 6.1:

- *eLearning Delaware: Online Professional Learning* – eLearning Delaware is using the Schoology Learning Management System integrated with the DDOE's Professional



Development Management System (PDMS) for registration and tracking purposes to provide online professional learning, mandatory trainings, and technical assistance to Delaware educators. eLearning Delaware offers a variety of online trainings for educators through both facilitator-led and on-demand, self-paced courses. Mandatory trainings are self-paced and successful completion of a quiz or assurance is required for awarding of credit. Mentoring activities are delivered through the eLearning Delaware platform. A micro-credentials pilot is being conducted with Appoquinimink and Indian River School Districts.

- *Blended Learning in K-12 Classrooms* – As of 2016-2017, 30 LEAs (179 schools with 108,000-plus students) use the Schoology Learning Management System providing online and blended learning opportunities to their K-12 students. The LEAs provide local support to educators and students. In addition, the Schoology Champions Cadre is a state-level group designed to build capacity in the LEAs.
- *Task Force on State Educational Technology Report* – The Task Force on State Educational Technology Report serves as the Delaware Strategic Plan for K-12 educational technology. The report is organized around three priorities—infrastructure and leadership, teaching and learning, and assistive technology. The plan lays out eight goals followed by 20 strategies, 27 strategic recommendations, and 12 budget recommendations.
- *International Society for Technology in Education (ISTE) Standards* – The DDOE has formally adopted the ISTE Standards for Teachers and ISTE Standards for Administrators. Currently, the DDOE is moving toward adopting the ISTE Standards for Students and the ISTE Standards for Coaches.
- *Internet Safety: iSAFE* – To adhere to federal law, an Internet Safety Curriculum needs to be taught in every school. The DDOE, through the Delaware Center for Educational Technology (DCET), provides the iSAFE curriculum to all schools for their use at no cost—if schools choose to use it. The DDOE is currently working on delivering the Internet Safety Curriculum through Schoology.
- *Collaboration/Information Dissemination* – The DDOE, through the DCET, meets monthly with educational technology stakeholders. The two main stakeholder groups are the *Digital Learning Cadre*, which is comprised of LEA instructional technology coaches, and *TechMACC*, which is comprised of the LEA technology coordinators.
- *Bandwidth/Infrastructure* – The Department of Technology and Information (DTI), a state agency, operates the K-12 broadband network. In addition, DTI files e-rate applications on behalf of the schools for broadband connectivity and works with the LEAs to file applications for e-rate category two services.  
The Partners in Technology (ParTech) program places refurbished computers in our schools to increase access to technology. The Technology Block Grant is a funding stream to the LEAs for the purchase and maintenance of technology.
- *Open Educational Resources (OER)* – The DDOE recognizes the need and a desire for a thoroughly vetted repository of quality open educational resources aligned with Delaware standards in every discipline/subject and at every level. As such, it has developed the *Delaware OER Strategy* to establish a process for providing these materials to Delaware educators.



The DDOE is a member of Open Up Resources (formerly K-12 OER Collaborative—<http://openupresources.org/>) and #GoOpen. The DDOE is also working toward the creation of a Delaware OER Repository to share resources among educators.

- *Online Assessment Systems* – The DDOE is committed to the Smarter Assessments and the use of the Smarter Balanced Digital Library. The Digital Library is an online collection of high-quality instructional and professional learning resources contributed by educators for educators. These resources help educators implement the formative assessment process to improve teaching and learning. The Digital Library is in use across the state.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐ No.

Evidence supports that gaps in educational opportunity and achievement will only be fully remedied when those closest to low-income students—parents, families, and communities—are meaningfully engaged by their teachers, schools, and districts. Therefore, the DDOE intends to use funds from a variety of federal and state sources to promote high-impact parent, family, and community engagement that is collaborative, culturally competent, trauma-informed, and focused on supporting the whole child academically, socially, and emotionally.

The DDOE recognizes that the current definitions of parent, family, and community engagement are limited and do not take into account cultural variations and perceptions of the family's role in their child's academic success. Research findings from the National Center for Family & Community Connections with Schools suggest that teachers, parents, and students have little understanding of each other's interests in children and schools. To create a shared vision, the DDOE will engage key stakeholders in conversation to develop a statewide definition and common language around parent, family, and community engagement.

Research also demonstrates that overall family well-being is strongly correlated to children's school readiness. Many of our students arrive at school having experienced a lack of access to basic needs and resources, or some other form of trauma. The DDOE is committed to working with LEAs to identify social service and mental health supports in students' communities and provide best practice guidance for establishing community partnerships that will promote academic achievement for all students.

Feedback from stakeholders participating in the Student and School Supports Discussion Group highlighted the following areas where the DDOE can support effective parent, family, and community engagement:

- Support LEA/school and community organization partnerships to meet students' unique needs;
- Support school-based programs to serve children and their families, such as certificate programs, wellness centers, food banks, laundromats, computer labs, and physical and mental health services coordinators;
- Provide the DDOE community outreach support and encourage LEAs and schools to employ community outreach coordinators;
- Support for LEAs and schools to conduct home visitations;



- Support opportunities for students to engage in community service.

A particular focus of the DDOE state plan is to support a continuum of services in LEAs and schools. These efforts will include collaborating with other organizations that serve children and their families. Strategies include:

- Defining a common language around parent, family, and community engagement, making sure to identify how it is the same/different based upon developmental stages/grade spans.
- Developing and promoting a statewide definition of parent and family engagement by convening SEA and LEA experts and by engaging key community partners.
- Promoting cultural competency and trauma-informed practice among teachers and administrators.
- Conducting a department-wide inventory of parent and family engagement across state and federal programs—who does what (both requirements for compliance and value-adds for quality) to identify gaps and opportunities for collaboration.
- Establishing processes, project teams, and best practices for coordinating and integrating technical assistance, guidance, and trainings across state and federal programs.
- Developing a webpage for the DDOE website that specifically targets the parent, family, and community audience, and one that provides them a central, user-friendly place to access the information they need, in plain language, and fully accessible.
- Updating LEA school planning, consolidated grant application, monitoring, and guidance with a focus on integrating state and federal programs.
- Establishing uniform, compliance-based, federal- and state-required parental notifications in plain language for LEAs to use statewide when communicating with parents.
- Developing evidence-based technical assistance and guidance through a trauma-informed and culturally competent lens.
- Developing best practice guides for effective and meaningful communication between educators, administrators, and parents, including culturally competent, trauma-informed language, and useful tools.

## 6.2 Program-Specific Requirements.

### A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Delaware is an EdFlex state and has had a process in place for waiving the 40% schoolwide requirement for a number of years. Due to this process and the fact that an increasing number of schools now meet the 40% threshold, all Title I schools in Delaware have been operating under the schoolwide model since the 2014-2015 school year. Fewer than 5% of all Title I schools were using the Targeted Assistance model from 2011 through 2014. As of the 2016-2017 school year, fewer than 10% of Delaware's Title I schools are operating a schoolwide model with an EdFlex waiver.



The DDOE plans to continue its process as previously used under EdFlex. The steps that DDOE staff will take include:

- Title I staff will inform the LEA staff during annual technical assistance that they can seek a waiver to operate as a schoolwide school.
  - Title I staff will provide information to the LEA staff about the advantages of a schoolwide program.
  - Title I staff will provide information to LEA staff about the requirements of a schoolwide program.
  - Interested LEAs will be required to submit a letter to the DDOE Secretary of Education requesting the waiver and ensuring compliance with the schoolwide requirements. Title I staff will provide a template letter that can be used for this process. The letter must be sent from the district superintendent or, in the case of a charter school, the charter chief/head of school.
  - The request will be reviewed by Title I staff and a recommendation will be made to the Associate Secretary that supervises the Title I office.
  - The Associate Secretary will review the recommendation from Title I staff and ask any clarifying questions as needed.
  - The Associate Secretary will make a recommendation to the DDOE Secretary.
  - The Secretary will make the final decision on waiver approval based on the recommendation from the Associate Secretary.
    - ♦ If the Secretary approves the request, he/she will send a letter to the LEA indicating that the waiver has been approved. The letter will include the requirements of a schoolwide program. The letter will also indicate that the waiver request can be revoked at the discretion of the Secretary for ongoing issues of noncompliance with schoolwide requirements. To date, no schools have had their waiver revoked.
    - ♦ If the Secretary fails to approve the request, he/she will send a letter to the LEA indicating the reason for non-approval. To date, no schools have been denied a waiver.
  - Title I staff will provide resources in the form of template documents, guidance documents, and other technical assistance to support the LEA and school as needed as it implements the requirements of the schoolwide program in the first year.
- As part of the regular monitoring cycle, Title I staff will provide program compliance feedback and technical assistance to the LEA and school.

**B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The Delaware Title I, C Migrant Education Program provides a State Agricultural Work Survey for inclusion in LEA registration packets as a preliminary screening tool for migrant students. All LEAs are required to submit all completed agricultural work surveys to the DDOE Migrant Education Program office where the identification and recruitment process



continues. The DDOE reviews all surveys and contacts the families to determine if a face-to-face interview is needed for enrollment purposes. In addition to school-based identification and recruitment, the DDOE Migrant Education Program office identifies migrant dropouts and out-of-school youth through recruitment activities in migrant labor camps, housing projects, and on-site visits to agribusinesses. Delaware is a member of the Identification and Recruitment Rapid Response Consortium (IRRC) and participates in interstate collaboration with neighboring states to conduct coordinated sweeps for migrant workers during peak migrant season. Through the work of this consortium, Delaware is revising its State Migrant Identification and Recruitment Plan.

The State Migrant Recruiter conducts individual interviews and completes the National Certificate of Eligibility (NCOE) for each family as required. The State Migrant Program Manager reviews each NCOE to verify migrant eligibility and documentation of all migrant data elements.

The State Agricultural Work Survey is available in multiple languages and is posted on the DDOE Title I, C webpage. The State Migrant Education Program also distributes the State Agricultural Work Survey to the district superintendents and charter school chiefs for inclusion in enrollment procedures.

In addition to the State Agricultural Work Survey screening tool, the State Migrant Education Program conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Philadelphia, Pennsylvania Mexican Consulate; the Maryland Guatemalan Consulate; the Migrant and Seasonal Farmworker Council; Migrant Clinician's Network; and the Delaware Fruit and Vegetable Growers Association. Recruitment efforts extend to migrant labor camps, poultry processing plants, mushroom farms, nurseries, orchards, and dairies. Each fall, the September 1 count is established to determine which migrant students are resident in the state, the number of 2-year-olds turning 3-years old, and out-of-school youth.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

***March 13, 2017 Revised Template Question***

**B.2. Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

During the identification and recruitment process, the State Migrant Education Program determines through preliminary assessment migrant students' educational needs, such as homelessness, over-age for grade, retention, interrupted education, SWD status, and eligibility for Priority for Service (PFS). The state office provides LEAs written notification of migrant students who are PFS-eligible to assist campuses with developing goals and strategies to address their needs.



The DDOE Migrant Education Program office conducts a home-based tutoring program for migrant PFS students that operates throughout the regular academic year and collaborates with the LEAs. The PFS home-based tutoring program provides a triangulated approach from the home, school, and migrant tutors to increase migrant students' academic success.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The identification and recruitment of migrant dropouts and out-of-school youth occurs year-round, and the DDOE Migrant Education Program office visits migrant labor camps and agribusinesses as a part of the DDOE Migrant Education Program's identification and recruitment plan. Intra-agency coordination with the DDOE's Adult Basic Education and McKinney-Vento programs provide additional routes through which migrant dropouts are identified and recruited. Through the migrant summer school programs, migrant out-of-school youth and dropouts have the opportunity to enroll in migrant summer school where they can receive instruction in literacy.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The New Generation System is the state-based migrant data system used in Delaware. The New Generation System uploads nightly to the Migrant Student Information Exchange (MSIX) to transfer school records and the required migrant minimum data elements in a timely manner. The MSIX Data Quality Initiative Grant will be used within the 2016-2017 academic year to provide intensive data-related training to the state program director, recruiter, and data specialist.

The DDOE is a member of two migrant Consortium Incentive Grants, the Identification and Rapid Response (IRRC) and Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE). The DDOE interstate collaboration coordinates migrant services through activities under both grants. Two migrant summer schools use the MiraCORE online literacy program to improve the literacy skills of developing and emerging readers. Migrant tutors also use this system during home-based tutoring sessions.

Through the IRRC technical assistance visits, the DDOE collaborates with interstate recruitment teams to enroll additional migrant students during on-site technical assistance visits. The Migrant and Seasonal Farmworker Council partners with the State Migrant Education Program on identification and recruitment, health, health screening, immunizations, and pesticide safety training.



- v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

**March 13, 2017 Revised Template Question**

- B.1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
  - iv. Measurable program objectives and outcomes.

According to the 2014 Comprehensive Needs Assessment, the identified areas of need for instructional services include:

- Providing after-school services;
- Dropout identification and tutorial services;
- Preschool and early childhood services; and
- General Education Development (GED®) programming for out-of-school youth.

The 2014 Comprehensive Needs Assessment also identified areas for support services:

- Access to technology;
- Interpretation and translation services; and
- Academic and career counseling.

Strategies to address the areas identified within the 2014 Comprehensive Needs Assessment include:

- The DDOE Migrant Education program office is establishing a partnership with the Adult Basic Education Office for early identification of migrant dropouts and coordination with available Spanish and English GED® programs.
- Early childhood and preschool services provided through subgrants to migrant summer schools.
- The State Migrant Education Program has purchased technology for use by migrant tutors with the home-based tutoring program for instructional purposes and technology education.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.



**March 13, 2017 Revised Template Question**

B.1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

Based upon feedback obtained from the Migrant Parent Advisory Council meetings, the DDOE will focus on the below, specific, current measurable program objectives and strategies. The migrant summer school directors and migrant summer school staff have provided additional recommendations that have informed the DDOE's plan.

- Increase the attendance of Kent and Sussex County out-of-school migrant youth and dropouts in instructional services during the summer season by providing busing and enrollment costs.
  - The strategy includes offering site/school-based ESL or Adult Basic Education evening classes twice weekly to accommodate the work schedules of the migrant youth.
  - Increase the percentage of Kent and Sussex County migrant children ages 3-5 enrolled in curriculum-driven preschool programs during the summer season.
  - The strategies include educating parents about the importance of preschool for the development of school readiness, the location and availability of summer programs, and providing migrant parents bilingual assistance to complete registration documents for preschool programs.
  - Increase reading proficiency of migrant emergent and struggling readers during the summer instructional program.
  - Strategies include providing consistent instructional programs using I-Ready online adaptive diagnostic reading program. This program is used within the migrant summer schools to conduct a diagnostic analysis of migrant student literacy needs across seven areas of literacy. The DDOE is a member of the Migrant Literacy Net Consortium and uses the MiraCORE online literacy system to create a student growth plan for each migrant student. To measure the increases in reading proficiency, a baseline literacy level is established at the beginning of summer school for each migrant student, with interim and summative growth measures collected at the end of the season.
  - The dropout prevention strategy is to increase the percentage of migrant parents and students who receive essential information about school attendance policies and high school graduation requirements and the benefits of obtaining a diploma.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the



planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The DDOE has a State Migrant Parent Advisory Council with elected officers who meet at least three times annually to provide input and feedback into the focus and services of the state's program. The State Migrant Parent Advisory Council meetings are conducted on weekends to accommodate the schedules of migrant parents and on-site childcare is provided. Agendas are published and meeting minutes are maintained. The State Migrant Parent Advisory Council officers serve limited terms of office and new officers are installed at the end of the term of office.

The DDOE Migrant Education Program office encourages migrant parent participation through emails, phone calls, and flyers sent in advance of the meetings. In addition, the migrant summer schools conduct a joint family day at the beginning of the season. The Delaware Migrant Family Day event is a combined county-wide migrant summer school effort that allows for a greater impact to the migrant community. At the close of migrant summer school, each county program conducts individual parent conferences to review the academic achievement of migrant students and provide recommendations for continued learning.

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
  1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
  2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

***March 13, 2017 Revised Template Question***

**B.3. Use of Funds (ESEA section 1304(b)(4)):** Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The PFS determinations are data-driven decisions generated by the New Generation System migrant database. The criteria for determination of PFS eligibility are based on the following indicators:

- Interrupted education;
- Homelessness;
- Over age for grade;
- Retention at one or more grade levels;
- Failure to meet state achievement test targets;
- EL status;
- Special education/disability.

PFS students receive in-home tutoring through a state-contracted service and/or school-based technical assistance with counselors and teachers. The DDOE Migrant Education Program office notifies districts and charters of migrant students' PFS status. Migrant PFS students receive in-home tutoring throughout the school year.



**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

***March 13, 2017 Revised Template Question***

C.1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The DDOE in coordination with LEAs and the Department of Services for Children, Youth, and Their Families (DSCYF) will develop a Memorandum of Understanding (MOU) to Support the Educational Reentry of Youth Leaving Youth Rehabilitative Services (YRS) In-State Secure Care. The MOU shall address the following:

- The entities involved and the purpose to include providing criteria to guide decisions about youth's reenrollment process and timeline to ensure a seamless transition, successful reentry into locally operated programs, and ongoing academic engagement.
- Common definitions of terms to provide clarity and mutual understanding regarding key objectives, milestones, and timelines as part of the student transition process.
- Establishing criteria for determining a student's educational pathway once he/she leaves a secure-care setting including evaluating the student's progress while in secure care, goals and interests, ongoing supports needed beyond secure care, time/calendar considerations, and safety considerations.
- Planning and starting the transition process on the date in which the student begins secure care including:
  - ♦ Enrollment maintenance in local program;
  - ♦ Timelines for requesting records, conducting intake, progress update meetings, and discharge meetings;
  - ♦ Required attendees at student meetings;
  - ♦ Required documentation to include in student meetings.
- Reenrollment processes into the local program including the emphasis on transitioning a student back to his/her regular school program directly from secure care instead of through an alternative discipline program, as appropriate.
- Post-discharge/transition follow-up procedures, responsibilities, and timelines.

The DDOE will conduct professional learning sessions for LEAs and DSCYF representatives on the MOU requirements and responsibilities of each agency and on outside transitional services and supports that will help Neglected & Delinquent (N&D) youth to reenter school and/or find employment after being released from secure care. Technical assistance will be provided as needed at the request of any of the participating agencies.

In addition to the MOU requirements, the DDOE will continue to serve as a liaison between the YRS transition coordinators and LEA representatives helping to facilitate dialogue between both entities through coordinated monthly meetings in which secure-care student needs are discussed and evaluated. Furthermore, the application process for N&D funds will require the inclusion of transition services and strategies that the providing agency will utilize



for its students leaving secure care and returning to an LEA, postsecondary institution, or CTE program. Such services may include the following:

- Work-for-Pay initiatives;
  - Apprenticeship programming;
  - High school course replacement programs through colleges or other institutional settings;
  - Support services including student and adult transition mentor, individual and family counseling, psychological services, tutoring, and financial aid services;
  - Alternative programming.
- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

***March 13, 2017 Revised Template Question***

**C.2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)):** Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The overarching goal of the program is to provide both support and educational services to children and youth who have been placed in a local or state secure-care institution. This includes providing supplemental services to this population to promote student success at meeting the state's rigorous academic and career-technical standards and becoming productive members of society without recidivating back into a juvenile or adult secure-care setting. The program objectives and outcomes established to assess the effectiveness in improving the academic, career, and technical skills of youth served in secure care include:

- Increase in transitions from the secure-care facility to an LEA, IHE, CTE program, or employment for a specified period without placement back into the secure-care facility.
- Increase in transitions directly to an LEA, IHE, or CTE program without prior placement in a discipline alternative program.
- Improved educational outcomes for LEA youth served by secure-care facilities as measured by the Delaware state assessment, secure-care and LEA classroom assessments, LEA grades upon reentry, attendance rate, graduation rate, and discipline rate. N&D subgrant recipients shall include details of their assessment plans in the application for funds.
  - ♦ Increase in raw score of mathematics and ELA portions of Delaware state assessment for students attending a secure-care setting for a specified period prior to the assessment being administered.
  - ♦ Academic growth as measured by score increases in posttest assessments of students being served in the secure-care facility as compared to pretest administrations upon entry.
  - ♦ Increase in academic course grades at various marking periods compared to course grades prior to secure-care entry.



- ♦ Increase in daily attendance rate of students upon returning to a regular school setting as compared to previously specified period prior to entry into secure-care facility.
- Decreased dropout rates of students who were served in a secure-care facility and transitioned back to their LEA or other educational program.
- Increased secure-care agency teaching, administrative, and support staff attendance at DDOE-sponsored professional learning and technical assistance activities focused on academic achievement and CTE programs.
- Increased placement rates in LEA career and technical programming, apprenticeship programming, or employment based on 6- and 12-month follow-up periods from the date of release from secure care.
  - ♦ Evidence of monthly Educational Placement Team (EPT) meetings for each student while in secure care that include attendance by representatives of the secure-care education team and the student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals.
  - ♦ Evidence of Delaware Student Success Plan for each student which documents the student's five-year plan, including one year beyond high school, which sets postsecondary goals for a student based on academic and career interests. The student's plan includes a program of study based on the academic courses, electives, and extracurricular opportunities needed in preparation for immediate entry into the workforce and postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.
  - ♦ Evidence of transition document created 30 to 45 days prior to discharge from secure care for each student that summarizes his/her immediate academic progress and goals as they relate to graduation requirements and postsecondary education, career technical education, or employment goals.
  - ♦ Increase in percentage of college applications completed by 11<sup>th</sup> and 12<sup>th</sup> grade secure-care students as compared to previous year's percentage based on enrollment.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.

***March 13, 2017 Revised Template Question***

- E.1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



### ***Standardized Entrance Procedures:***

The DDOE has clearly defined entrance criteria and is refining its statewide programmatic procedures for identifying ELs from kindergarten through grade 12.

#### **Step 1: Delaware Home-Language Survey**

- Upon enrollment of any student, the school administers the statewide home-language survey.
- Based on the results of the statewide home-language survey, the school initiates the standardized identification screening process.

#### **Step 2: Standardized Identification Screening Process**

- A staff member completes a record review process for any student whose native language is not English using the record review protocol.
- The school implements the EL identification process if the record review process suggests the student may not be proficient in English.

#### **Step 3: Administer W-APT, Kindergarten MODEL assessment or Delaware Alternative EL Identification Protocol**

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by DDOE-approved WIDA language proficiency assessments to confirm a student's classification as an EL.
  - An oral proficiency level below 5.5 on the WIDA MODEL in the first semester of kindergarten; or
  - A composite proficiency level below 5.0 on the W-APT, WIDA Screener, or WIDA MODEL.
  - A statewide focus group of special education coordinators and EL specialists is currently exploring entrance criteria for ELs with severe cognitive disabilities who are unable to participate meaningfully in these assessments with accommodations.

As a result of feedback collected from ESL Coordinators, the Delaware Home-Language Survey was revised for completion accuracy and additional information is included for both public school staff and parents to explain the purpose and intended use of the Home-Language Survey. The form will be translated by the DDOE into Delaware's top five languages other than English. The revised final Home-Language Survey will be included in the 2017-2018 student enrollment required documents.

*Prekindergarten* – During the spring semester, participating district-sponsored early childhood programs administer the WIDA speaking and listening domain diagnostic screeners to those students who they have determined through the Early Childhood Observation Protocol are potential ELs. The diagnostic screener is used to determine English proficiency and EL status prior to transition to a kindergarten program. Prekindergarten students who do not meet the WIDA speaking and listening domain cut scores are determined to be ELs based on their combined oral speaking and listening scores, not a composite proficiency level score that includes reading and writing due to the typically absent or low levels of literacy at this age/grade level.

### ***Standardized Exit Procedures***

Feedback from ESL Coordinator meetings has indicated that the previously required minimum proficiency levels in the literacy domains (reading/writing) constituted a barrier to EL students' timely exit from the program. Additional information obtained in technical assistance sessions



with WIDA researchers has also confirmed that this additional requirement for minimum proficiency levels in literacy will not be needed based on the enhanced rigor of the revised WIDA ACCESS for ELs 2.0 assessment. As a result, the DDOE will discontinue the previous requirement as a part of the exit criteria.

#### ***Exit Criteria on WIDA Assessments***

- ACCESS for ELs 2.0
  - A student will be considered to have attained English proficiency with an ACCESS for ELs 2.0 composite proficiency level of 5.0 or higher. The ACCESS for ELs 2.0 must be administered yearly.
- Alternate ACCESS for ELs – Alternate ACCESS for ELs is an ELP assessment for ELs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment (see <https://www.wida.us/assessment/alternateaccess.aspx> for information).
  - A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

The DDOE receives its WIDA ACCESS for ELs 2.0 state score reports during the summer months and eligible students must be transitioned before or during the first 30 days of fall enrollment.

Performance on a state content assessment is not included as part of the criteria or procedure for exiting ELs.

#### ***March 13, 2017 Revised Template Question***

E.2 SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

The DDOE engaged with stakeholders through English Learner Strategic Plan Guiding Coalition community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result, the SEA will develop a systematic support structure to assist all eligible entities in meeting the state-designed long-term goals, measurements of interim progress, and challenging state academic standards. The systematic support structure will include the development of a recognition program for LEAs that achieve significant growth for ELs. The SEA will continue to refine EL education and supports through the intentional analysis of data. DDOE is committed to measuring content knowledge as well as English language proficiency for our EL students.

#### ***March 13, 2017 Revised Template Question***

E.3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

The DDOE will monitor all LEAs at a minimum once every five years. Additional needs-based monitoring frequency will be based on the results of program analyses, financial risk assessment,



single-state audit determinations, performance measured by the statewide accountability system and captured by the report card, educator equity data, and/or additional data provided by the LEA. The criteria for additional monitoring may be determined from an analysis of Title III subgrantees' ELP growth data.

Monitoring efforts will be coordinated by one office within the SEA and will be a consolidated effort of the programs included for monitoring. The Title III program manager will conduct site-based monitoring of Title III/Title III Immigrant subgrantee programs using the established monitoring protocols. Protocols include the effective educational approach processes for EL identification, annual assessment of ELP, program model of services provided to EL students, staffing and resources, exit of EL students from services, two-year monitoring of exited students, EL program evaluation, parent/family engagement, and budget/expenditures. This process will be used to maximize DDOE and LEA staff time and resources. By having a consolidated approach, this will enable the DDOE to determine if specific targeted assistance may be needed. In addition, targeted assistance can be provided to an LEA that may not need assistance in every area evaluated for monitoring.

- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

As part of the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment, which will be required as part of the consolidated grant application process. The DDOE will support LEAs in identifying and prioritizing the greatest Title III needs and in planning long-term and short-term implementation strategies. The DDOE may monitor implementation of targeted Title III strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation to improve EL student outcomes. The DDOE will assist LEAs with alignment of appropriate interventions for long-term EL students and the coordination of services to address the needs of the whole child. The DDOE may provide technical assistance to LEAs by monitoring and tracking longitudinal student achievement data of ELs and former ELs through early learning, elementary, middle, and high schools.

### ***March 13, 2017 Revised Template Section and Question***

#### **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

- F.1. ***Use of Funds (ESEA section 4103(c)(2)(A)):*** Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Title IV, Part A state administration funds will be used to provide technical assistance and training and capacity building for LEA comprehensive needs assessment, planning, and plan implementation. Initial support needs will be determined through LEA plan activities and LEA input. In future years monitoring results will also be used to inform LEA technical assistance and training provided. State administration funds may also be used carry out monitoring related to Title IV, Part A programs.

- F.2. ***Awarding Subgrants (ESEA section 4103(c)(2)(B)):*** Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).



Pursuant to ESEA section 4105(a) (2), DDOE will ensure each LEA receives a minimum of \$10,000 for Title IV. DDOE will use the following steps:

1. Determine the LEA allocation amounts without the \$10,000 minimum threshold in a manner bearing the same relationship as the Title I allocations.
2. Determine the number of LEAs that do not meet the threshold and multiply that by \$10,000. These funds will be withheld from the amount that will be redistributed to LEAs that met the threshold.
3. Allocate \$10,000 to each of the LEAs that did not meet the threshold and redistribute remaining funds to the LEAs that met the threshold in a manner bearing the same relationship as the Title I allocations.

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

***March 13, 2017 Revised Template Question***

**G.1. Use of Funds (ESEA section 4203(a)(2)):** Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

The DDOE uses trainings, competitive application rubrics, and monitoring to support state-level strategies in its Title IV, Part B 21st Century Community Learning Centers (21st CCLC) programs. 21st CCLC programs incorporate “youth development practices,” which give opportunities for all students to build supportive relationships, including low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students. The DDOE helps 21st CCLC programs increase both school attendance and academic achievement of participating students.

The DDOE uses a staggered approach to monitoring and other technical assistance procedures. The DDOE monitors each subgrantee site through three site observations per year. The DDOE conducts two to three self-assessment meetings with each subgrantee after the subgrantee has completed a self-assessment. The DDOE requires each subgrantee to complete an annual continuation plan, including summary information from the previous year and plans for the coming year with an annual budget to know projected spending. In addition, the DDOE calls for each subgrantee that is not on the state’s financial system to complete quarterly financial reports. In addition, the DDOE collects quarterly enrollment, attendance, and family engagement reports from each subgrantee.

The state’s annual competitive 21st CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children’s education (a component of this may include family member and caregiver literacy programs). Specific scored sections of the competitive subgrant include “youth development practices,” where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students.



The DDOE offers professional learning, through in-person sessions and online through the 21st CCLC “You for Youth” website to 21st CCLC staff on the topics of project-based learning, STEM, family engagement, literacy, college and career readiness, civic learning and engagement, and drug and alcohol prevention.

It is a requirement that 21st CCLC subgrantees answer prompts in the online national 21st CCLC grantees database around time spent on these and other topics.

- ii. Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

***March 13, 2017 Revised Template Question***

G.2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The state’s annual competitive 21<sup>st</sup> CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children’s education—a component of this may include family member and caregiver literacy programs. Specific scored sections of the competitive subgrant include “youth development practices,” where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students. Independent reviewers using a rubric score applications. Those applicants who answer these sections well receive higher scores and are more likely to be funded.

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

***March 13, 2017 Revised Template Question***

H.1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Not applicable in Delaware.

***March 13, 2017 Revised Template Question***

H.2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Not applicable in Delaware.

**G. McKinney-Vento Act.**



- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

**March 13, 2017 Revised Template Question**

- I.1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs. [Click here to enter text.](#)

Homeless children and youth are identified in the statewide pupil accounting system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both their eligibility status and the services they receive are recorded electronically. This allows both the DDOE and the LEA to access real-time homeless data on an as-needed basis.

In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include recorded webinars focused on the liaison's role in identifying youth, a guide for registrars, all-staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with the creation of a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

**March 13, 2017 Revised Template Question**

- I.3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Specific trainings for specific roles in the school, tracked through monitoring, heighten awareness of the needs of homeless children and youth.

Also, homeless children and youth are identified in Delaware's statewide data system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both the student's eligibility status and the services they receive are recorded. This allows the DDOE and the LEA to access real-time homeless data on an as-needed basis.



In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include recorded webinars focused on the liaison's role in identifying youth, a guide for registrars, all staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with creating a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

***March 13, 2017 Revised Template Question***

I.2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The dispute resolution process is identified in [14 DE Admin. Code 901](#).

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

***March 13, 2017 Revised Template Question***

I.6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Policy review and revisions will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance so that barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences are fully addressed and removed completely.

A liaison committee will draft a sample LEA policy for awarding credit to prior coursework. The DDOE will review graduation data for homeless students. State regulations will be reviewed and may be amended to include homeless students in a way similar to students in DSCYF custody. Specific training will be developed and made available for specific roles in the school.





- v. Describe the SEA's procedures to ensure that homeless children and youths:
  1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

**March 13, 2017 Revised Template Question**

I.4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Collaboration with the Early Childhood and Head Start programs, transportation, and child nutrition is underway. The Child Nutrition office receives a list from the homeless liaisons at the schools. Any child identified as homeless automatically qualifies to get free meals at school. The DDOE will continue to collaborate with early childhood, specifically with Head Start, to ensure homeless children are appropriately identified and served.

- vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

**March 13, 2017 Revised Template Question**

I.5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

- i. requirements of immunization and other required health records;
- ii. residency requirements;
- iii. lack of birth certificates, school records, or other documentation;
- iv. guardianship issues; or
- v. uniform or dress code requirements.



These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Community wellness resources will be put into a statewide directory. Title I resources may be used for uniforms or other clothing to meet dress code requirements.

Enrollment challenges are discovered through monitoring. This also will improve through consistent statewide training opportunities. The DDOE will develop specific training and will make the training available for specific roles at the SEA, LEA, and in the schools, which will include, among other things, strategies to address problems resulting from enrollment delays and retention with respect to the education of homeless children and youth.

### ***March 13, 2017 Revised Template Question***

***1.7. Assistance from Counselors (722(g)(1)(K)):*** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Delaware adopted the American School Counselor Association (ASCA) National Model to guide the delivery of school counseling services. This model requires the use of data to drive delivery of services that promote academic, social/emotional and career success for all students. Each school is responsible for using their data to develop a plan that meets the needs of all of their students in addition to providing targeted supports to student groups, including homeless students.

In order to assist school counselors in meeting their students' college and career needs, the DDOE provides them with targeted resources and support. Some of the specific supports available to students experiencing homelessness include:

- Career Cruising – Starting in sixth grade, all students have access to their own Career Cruising account. Through guided lessons, students use the online tools to build self-awareness, explore postsecondary options, and create a plan to achieve success. School counselors can use the tool to run reports to provide targeted assistance to students.
- College Application Week – With support from the DDOE, school counselors in all Delaware high schools hold College Application Week activities. The purpose is to promote a college going culture and provide every senior the opportunity to apply to college. All students are given time and support in school to complete applications.
- Parchment – DDOE contracts with Parchment to provide students an easy way to electronically request, send, and track their transcripts. This service is offered free of charge to the students and schools.
- Professional Learning – DDOE provides and promotes professional learning opportunities that support a school counselor's role in college and career readiness. Topics include areas such as resource reviews, best practices, current initiatives, and career and technical education.
- SAT – All Delaware students are provided the school-day SAT free of charge during 11<sup>th</sup> grade. Counselors are also provided with test and college application fee waivers. Due to the automatic eligibility of McKinney-Vento students to receive free lunch, they are also automatically eligible to receive these waivers to reduce their financial burden.

- Scholarship Compendium – Each year, the DDOE provides all seniors with a book of scholarships. This book contains a senior timeline, college selection guide and application information for numerous state and national scholarships. This resource is also available online. School counselors use this tool to help advise and guide students.
- Website – DDOE maintains the DEGoesToCollege website that is full of resources for school counselors, students, and families. This ensures that counselors have access to up-to-date resources at all times.



## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)

## APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A		Measurements of Interim Progress
B		Educator Equity Differences in Rates Tables
C		Educator Equity Extension Plan and Differences in Rates Tables
<Insert rows, as necessary>		

## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

2017-2030 Combined SBAC and SAT Statewide Intermittent and Long-Term Goals: 50% Reduction Model										
ContentArea	Demographic	2016	Difference	Reduction		Targets				
				Goal	Baseline	2019	2022	2025	2028	2030
ELA	African American	36.19	63.81	31.91	36.19	43.03	49.86	56.70	63.54	68.10
ELA	All Students	52.09	47.91	23.96	52.09	57.22	62.36	67.49	72.62	76.05
ELA	American Indian	56.90	43.10	21.55	56.90	61.52	66.14	70.75	75.37	78.45
ELA	Asian	76.92	23.08	11.54	76.92	79.39	81.87	84.34	86.81	88.46
ELA	ELL	15.14	84.86	42.43	15.14	24.23	33.32	42.42	51.51	57.57
ELA	Hawaiian/Pacific Islander	50.00	50.00	25.00	50.00	55.36	60.71	66.07	69.64	75.00
ELA	Hispanic	40.69	59.31	29.66	40.69	47.04	53.40	59.75	66.11	70.35
ELA	Low-Income	35.60	64.40	32.20	35.60	42.50	49.40	56.30	63.20	67.80
ELA	Multiracial	55.34	44.66	22.33	55.34	60.13	64.91	69.70	74.48	77.67
ELA	Students with Disability	13.48	86.52	43.26	13.48	22.75	32.02	41.29	50.56	56.74
ELA	White	64.43	35.57	17.79	64.43	68.24	72.05	75.86	79.67	82.22
MATH	African American	23.39	76.61	38.31	23.39	31.60	39.81	48.01	56.22	61.70
MATH	All Students	40.49	59.51	29.76	40.49	46.87	53.24	59.62	65.99	70.25
MATH	American Indian	40.74	59.26	29.63	40.74	47.09	53.44	59.79	66.14	70.37
MATH	Asian	73.40	26.60	13.30	73.40	76.25	79.10	81.95	84.80	86.70
MATH	ELL	18.10	81.90	40.95	18.10	26.88	35.65	44.43	50.28	59.05
MATH	Hawaiian/Pacific Islander	42.86	57.14	28.57	42.86	48.98	55.10	61.23	67.35	71.43
MATH	Hispanic	29.73	70.27	35.14	29.73	37.26	44.79	52.32	59.85	64.87
MATH	Low-Income	25.42	74.58	37.29	25.42	33.41	41.40	49.39	57.38	62.71
MATH	Multiracial	42.55	57.45	28.73	42.55	48.71	54.86	61.02	67.17	71.28
MATH	Students with Disability	10.36	89.64	44.82	10.36	19.96	29.57	39.17	48.78	55.18
MATH	White	52.87	47.13	23.57	52.87	57.92	62.97	68.02	73.07	76.44



## B. Graduation Rates

4-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2015									
Demographic	2015	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All Students	84.3%	15.7%	7.9%	84.3%	86.39%	87.96%	89.53%	91.10%	92.15%
African American	81.1%	18.9%	9.5%	81.1%	83.62%	85.51%	87.40%	89.29%	90.55%
American Indian or Alaska Native	65.8%	34.2%	17.1%	65.8%	70.36%	73.78%	77.20%	80.62%	82.90%
Asian or Native Hawaiian/Other Pacific Islander	93.7%	6.3%	3.2%	93.7%	94.54%	95.17%	95.80%	96.43%	96.85%
Children with disabilities*	63.7%	36.3%	18.2%	63.7%	68.54%	72.17%	75.80%	79.43%	81.85%
Economically disadvantaged students*	73.7%	26.3%	13.2%	73.7%	77.21%	79.84%	82.47%	85.10%	86.85%
English learners	68.7%	31.3%	15.7%	68.7%	72.87%	76.00%	79.13%	82.26%	84.35%
Hispanic or Latino	79.8%	20.2%	10.1%	79.8%	82.49%	84.51%	86.53%	88.55%	89.90%
White	87.0%	13.0%	6.5%	87.0%	88.73%	90.03%	91.33%	92.63%	93.50%
5-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
Demographic	2015	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All students	85.8%	14.2%	7.1%	85.8%	87.69%	89.11%	90.53%	91.95%	92.90%
African American	82.2%	17.8%	8.9%	82.2%	84.57%	86.35%	88.13%	89.91%	91.10%
American Indian or Alaska Native	94.7%	5.3%	2.7%	94.7%	95.41%	95.94%	96.47%	97.00%	97.35%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	94.0%	94.80%	95.40%	96.00%	96.60%	97.00%
Children with disabilities*	67.6%	32.4%	16.2%	67.6%	71.92%	75.16%	78.40%	81.64%	83.80%
Economically disadvantaged students*	79.9%	20.1%	10.1%	79.9%	82.58%	84.59%	86.60%	88.61%	89.95%
English learners	78.8%	21.2%	10.6%	78.8%	81.63%	83.75%	85.87%	87.99%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.8%	85.09%	86.81%	88.53%	90.25%	91.40%
White	88.1%	11.9%	6.0%	88.1%	89.69%	90.88%	92.07%	93.26%	94.05%
6-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
Demographic	2016	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All Students	86.0%	14.0%	7.0%	85.97%	87.47%	88.98%	90.48%	91.98%	92.99%
African American	82.4%	17.6%	8.8%	82.39%	84.28%	86.16%	88.05%	89.94%	91.19%
American Indian or Alaska Native	94.7%	5.3%	2.6%	94.74%	95.30%	95.87%	96.43%	96.99%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	93.99%	94.63%	95.28%	95.92%	96.57%	97.00%
Children with disabilities*	68.2%	31.8%	15.9%	68.16%	71.57%	74.98%	78.39%	81.81%	84.08%
Economically disadvantaged students*	80.0%	20.0%	10.0%	80.04%	82.18%	84.32%	86.46%	88.59%	90.02%
English learners	78.8%	21.2%	10.6%	78.79%	81.06%	83.34%	85.61%	87.88%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.80%	84.64%	86.49%	88.33%	90.17%	91.40%
White	88.2%	11.8%	5.9%	88.17%	89.44%	90.71%	91.97%	93.24%	94.09%

## C. English Language Proficiency

Based on 70th Percentile Performance of the Schools in 2015 on ACCESS 1.0  
(Percent of Students Meeting Growth Target)

Baseline					
2016	2019	2022	2025	2028	2030
67.8	69.8	71.8	73.8	75.8	77.1

Based on 70th Percentile Performance of the Schools in 2015 on ACCESS 1.0  
(Index – Average Percent of Growth Target Attained)

Baseline					
2016	2019	2022	2025	2028	2030
91.1	92.6	94.1	95.5	97.0	98.0

## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".*

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

*All percentages represent the share of educators meeting that given definition.*

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher (First Year)	Differences between rates	Rate at which students are taught by an <b>inexperienced - novice</b> teacher (first four years of teaching)	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	3.0%	1.9%	10.7%	0.1%	3.8%	2.4%	13.9%	3.7%
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	3.6%	2.5%	11.8%	3.3%	3.9%	2.5%	14.3%	4.1%
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	



If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced - novice</b> teacher (first four years of teaching)	Differences between rates
<b>Low-income students</b> enrolled in "high-need" schools	6.1%	5.0%	13.3%	3.3%	5.4%	3.3%	17.4%	7.1%
<b>Non-low-income students</b> enrolled in schools not designated "high need"	1.1%		10.0%		2.1%		10.3%	
<b>Minority students</b> enrolled in "high-need" schools	8.8%	7.7%	16.2%	6.5%	6.0%	4.0%	19.2%	9.1%
<b>Non-minority students</b> enrolled in schools not designated "high need"	1.1%		9.7%		2.0%		10.1%	

## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	





## DEPARTMENT OF EDUCATION

Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

April 3, 2017

Secretary of Education DeVos:

I am pleased to submit to you Delaware's Every Student Succeeds Act (ESSA) state plan. This final plan reflects months of collaboration between the Delaware Department of Education (DDOE) and its community members and other education stakeholders.

We are proud of the strong gains Delaware's public schools have made in recent years as graduation rates and academic proficiency levels have increased and opportunity gaps have started to close. Our teachers, school and district leaders, students, families and community partners have led this change. The efforts and innovations reflected in our ESSA plan are the result of months of extensive consultation and meaningful engagement with our community.

DDOE has received more than 1,000 comments submitted through online surveys, a dedicated ESSA email address, a Governor's ESSA Advisory Committee, discussion groups and community conversations. The valuable input received was critical to Delaware's plan development process.

Delaware worked in conjunction with the Council of Chief State School Officers on its template. We have used the previous U.S. Department of Education template, modified to reflect the three new questions and reworded questions. Thank you for allowing this flexibility.

With the support of Governor John Carney, I seek your approval of this plan. Thank you for the opportunity for Delaware's education stakeholders to work together to support improved outcomes for students. With your approval, the conversations that began during Delaware's ESSA plan development process also will set the stage for continued engagement through districts' plan development and implementation processes.

Sincerely,

(b)(6)

Susan S. Bunting  
Secretary of Education

1-003018  
Page 3018 of  
302-73804000



Mailing Address:

17-0092-I-003019



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Email-Address: 7-00092-1-003021



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ED-17-00091 and 17-00092-1-0003022



Karenfield@gagars@protonmail.com

ED-17-0091 and 17-0092-1-003023

**Susan B. Whitson, Secretary**

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17-00091 and 17-00092-1-0003028



John Gargue3028 of 3780



Date SFA provided plan to the  
Governor under FSEA section 8540:  
-0092-1-003029



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-P092-1-003030 February 28, 2017 and on March 29,  
2017 with revised templates  
Page 303 of 3780  
questions embedded

of Education	
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(b)(6)	



By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections

**Authorized SEA Representative (Printed Name)**

**Signature**

**Date:**

**Signature of Governor**

**Date:**



# SEA Contact (Name and Position):



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ED-17-0091 and 17-0092-1-003035



Karen Field-Ryager, Deputy Secretary

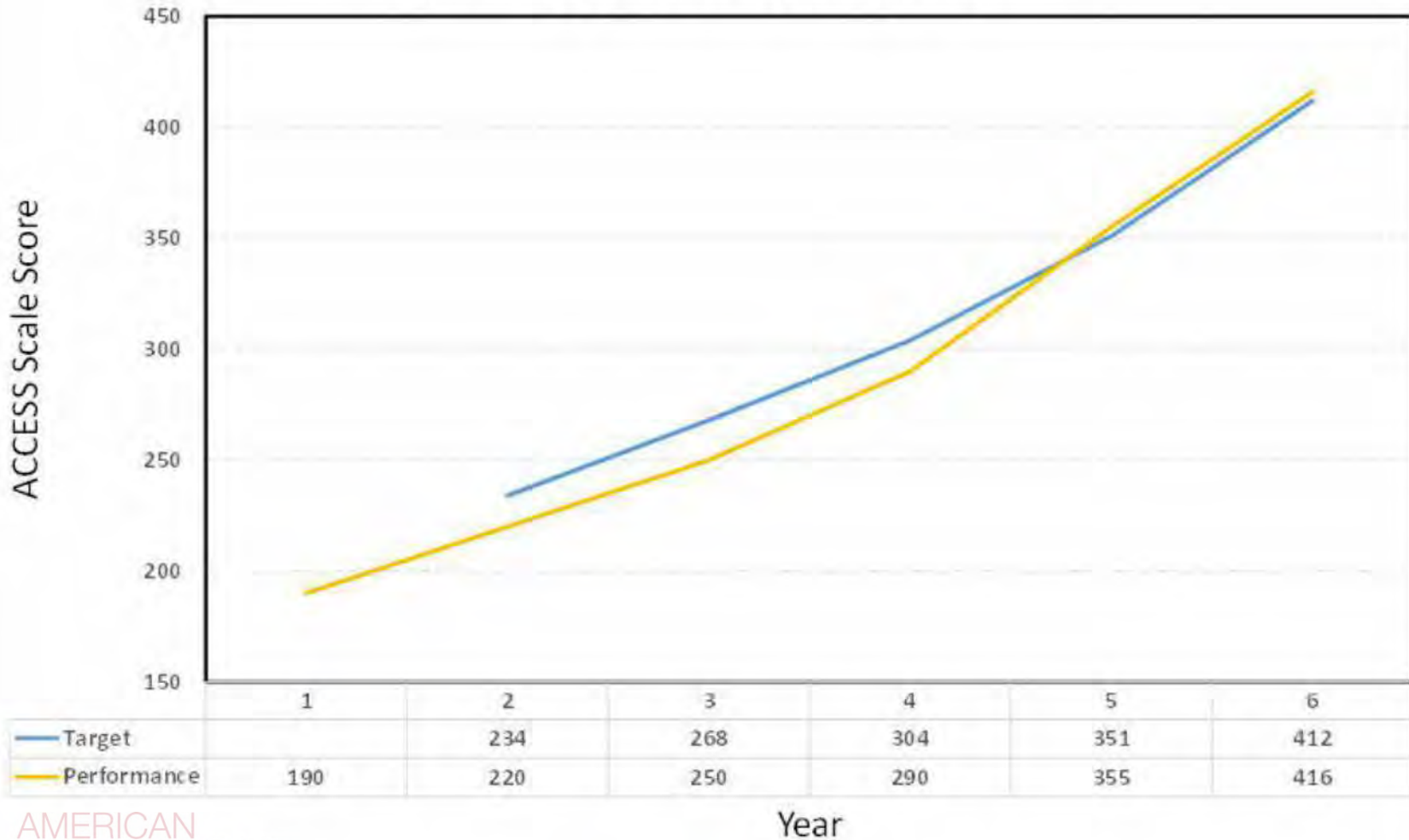
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ED-17-0091 and 17-0092-I-003037

**Student 2**  
**Comparison of ELP Growth Targets and Actual Performance**  
 (Slow early growth, more rapid later growth)





# Stakeholder Consultation & Plan Development Timeline



Ongoing Stakeholder Consultation During Planning and Implementation

Internal Working Groups at DDOE

Stakeholder Consultation Meetings

Community Conversations

Governor's Advisory Committee

ESSA Discussion Groups

First Draft  
State Plan

Second  
Draft State  
Plan

Final State  
Plan  
Submission

December  
2015

July  
2016

August  
2016

October  
2016

January  
2016

April  
2017

ED-17-0091 and 17-0092-I-003039

## Stakeholders Said ...

### **Surveys, community discussions, and various stakeholder groups:**

- Growth should be a significant factor in the accountability system
- Include PSAT at the high school level to provide a more valid, reliable, and comparable growth measure
- State should have a more transparent student-level methodology

### **Measures of School Success and Public Reporting discussion group and local education agency ESL coordinators:**

- Include former ELs in academic achievement accountability for four years

## ... So DDOE will:

- Keep growth as a measure of performance for elementary, middle, and high schools
- Seek to include the PSAT in its growth calculation at the high school level
- Revisit current growth methodology and transition to a growth-to-target methodology that provides transparency and student-level data, replicable at the school level
- Include former ELs in academic achievement accountability for four years
- Determine if additional supports are needed for exited students in order to meet academic achievement targets



## DDOE Continuous Improvement Model (ESSA)





# A Framework of Indicators for School Success (DSSF)

## Academic Achievement

Proficiency for ELA and Math (3–8 and 11), Science (5, 8, and 10) and Social Studies (4, 7, and HS)

## Academic Progress

Growth in ELA and Math (4–8 and HS)  
Including Lowest and Highest Quartiles and Growth to Proficiency

On Track in 9<sup>th</sup> Grade

## School Quality/ Student Success

Chronic Absenteeism (K–12)

College and/or Career Preparedness (9–12)

## Graduation Rates

4-Year Adjusted Cohort Graduation Rates

5-Year Adjusted Cohort Graduation Rates

6-Year Adjusted Cohort Graduation Rates

## ELP

Progress Toward English Language Proficiency (1–12)

## Inclusion of English Learners' Performance in Accountability

Year 1			
Year 2			
Year 3			
Year 4			



DDOE will provide **individualized support** to schools and LEAs in need of improvement





## Goal 1: A Healthy Start for All Children

**Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally:**

- All children will have high-quality developmental screening and services.
- All children will have support for healthy social-emotional development, including access to mental health services.
- All children will have family-centered health and preventive care, including oral health, healthy eating and lifestyles, and immunizations.
- All families will have access to home visitation services and improved family health practices.

## Goal 2: High-Quality Early Childhood Programs and Professionals

**All Delaware children will have access to high-quality early childhood programs and professionals:**

- All Delaware early childhood providers will be top-tier Delaware Stars for Early Success (Stars) programs.
- All Delaware early childhood providers will facilitate family engagement and support inclusionary practices.
- Delaware will have among the nation's most highly skilled and best-supported early childhood workforces.
- Delaware's early childhood workforce will be engaged in professional learning that supports continual improvement.

## Goal 3: Aligned and Effective Early Learning System, Birth-3<sup>rd</sup> Grade

**Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children's early learning, guided by the "Readiness Equation:" Successful Children = Ready Families + Ready Early Education + Ready Communities + Ready Schools.**

- Family, community, and school engagement in early learning will be supported statewide by Delaware Readiness Teams and by enhanced resources to support school readiness.
- Early learning educators and families will have access to data to support their teaching and parenting.
- Delaware will have unified learning standards and assessments and will engage early childhood and elementary school teachers in shared programs of teacher preparation and professional learning.

## Goal 4: Sustained System Improvement

**Delaware will develop and sustain policies, programs, and partnerships that generate continual improvement in addressing all children's developmental needs.**

- Delaware will be among the nation's leaders in implementing best practices in early childhood governance, service integration, and effective and efficient public financing.
- The state will implement continual improvement programs for all early childhood services.
- The state will regularly review the impacts of agency programs on the overall performance of the early childhood system.
- Delaware will lead the nation in the scope and magnitude of community partnership and public commitment to early childhood success.



					84.3%	86.39%	87.96%	89.53%	91.10%
					81.1%	83.62%	85.51%	87.40%	89.29%
					65.8%	70.36%	73.78%	77.20%	80.62%
					93.7%	94.54%	95.17%	95.80%	96.43%
					63.7%	68.54%	72.17%	75.80%	79.43%
					73.7%	77.21%	79.84%	82.47%	85.10%
					68.7%	72.87%	76.00%	79.13%	82.26%
					79.8%	82.49%	84.51%	86.53%	88.55%
					87.0%	88.73%	90.03%	91.33%	92.63%
					85.8%	87.69%	89.11%	90.53%	91.95%
					82.2%	84.57%	86.35%	88.13%	89.91%
					94.7%	95.41%	95.94%	96.47%	97.00%
					94.0%	94.80%	95.40%	96.00%	96.60%
					67.6%	71.92%	75.16%	78.40%	81.64%
					79.9%	82.58%	84.59%	86.60%	88.61%
					78.8%	81.63%	83.75%	85.87%	87.99%
					82.8%	85.09%	86.81%	88.53%	90.25%
					88.1%	89.69%	90.88%	92.07%	93.26%
					85.97%	87.47%	88.98%	90.48%	91.98%
					82.39%	84.28%	86.16%	88.05%	89.94%
					94.74%	95.30%	95.87%	96.43%	96.99%
					93.99%	94.63%	95.28%	95.92%	96.57%
					68.16%	71.57%	74.98%	78.39%	81.81%
					80.04%	82.18%	84.32%	86.46%	88.59%
					78.79%	81.06%	83.34%	85.61%	87.88%
					82.80%	84.64%	86.49%	88.33%	90.17%
					88.17%	89.44%	90.71%	91.97%	93.24%

# Louisiana Believes

Louisiana's Elementary & Secondary Education Plan  
Pursuant to the Federal Every Student Succeeds Act (ESSA)




April 15, 2017



**Louisiana's Consolidated State Plan  
Pursuant to the Federal Every Student Succeeds Act (ESSA)**

**April 15, 2017**

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position)</b>  Erin Bendily, Assistant Superintendent Policy & Governmental Affairs	<b>Telephone</b>  (225) 342-5182
<b>Mailing Address:</b>  P.O. Box 94064 Baton Rouge, LA 70804-9064	<b>Email Address:</b>  erin.bendily@la.gov
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  John White, State Superintendent of Education	<b>Telephone:</b>  (225) 342-3602
<b>Signature of Authorized SEA Representative</b>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">(b)(6)</div>	<b>Date:</b>  April 15, 2017
<b>Governor (Printed Name)</b>  The Honorable John Bel Edwards	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  March 15, 2017
<b>Signature of Governor (If Applicable)</b>	<b>Date:</b>



## Guide to Identify Required ESSA State Plan Components

On March 13, 2017, the U.S. Department of Education released a revised ESSA state plan template and accompanying guidance. The guidance provides that states using an alternate template developed with the Council of Chief State School Officers (CCSSO) must submit a table of contents or guide that indicates where the SEA addressed each requirement in its consolidated State plan.

The Louisiana Department of Education worked with CCSSO in developing this alternate template and the following guide which indicates where items included in the revised template can be found in Louisiana's draft state plan. The three new required components requested in the U.S. Department of Education's March 13, 2017 guidance are italicized.

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) in Louisiana's Draft Plan (Alternate Template)
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>			
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
• Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B
• Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C
• Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C
• <i>How the SEA will assist eligible entities in meeting long-term goals for English language proficiency and challenging State academic standards</i>	<i>USDOE guidance issued March 13, 2017</i>		<i>1.C.i.</i>
• Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A
• Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G
• Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B
• Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E
• Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii; 4.2.B.iii; 4.3.B-D

3

Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C
<i>How the SEA will award subgrants to local education agencies (LEAs) under the new Student Support and Academic Enrichment Program in Title IV, Part A of the ESEA</i>	<i>USDOE guidance issued March 13, 2017</i>		6.1.B.
School Conditions	1111(g)(1)(C)	A.6	6.1.C
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B
<b>Title I, Part C: Education of Migratory Children</b>			
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv
Use of Funds	1304(b)(4)	B.3	6.2.B.viii
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>			
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii
<b>Title II, Part A: Supporting Effective Instruction</b>			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B
Data and Consultation	2101(d)(2)(K)	D.5	2.C-D
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>			
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	--
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B and D
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E
Awarding Subgrants	4103(c)(2)(B)	F.2	--
<b>Title IV, Part B: 21st Century Community Learning Centers</b>			
Use of Funds	4203(a)(2)	G.1	6.2.E.i
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii
<b>Title V, Part B, Subpart 2: Rural and Low-Income School Program</b>			
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i
Technical Assistance	5223(b)(3)	H.2	2.2.D



<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>			
Student Identification	722(g)(1)(B)	I.1	6.2.G.i
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi
Assistance from Counselors	722(g)(1)(K)	I.7	--
<i>How youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homeless Children and Youths program</i>	<i>USDOE guidance issued March 13, 2017</i>		<i>6.2.G.vii.</i>
Equitable access to, and participation in, the programs included the consolidated State plan	Section 427 of the General Education Provisions Act		Consolidated State Plan Assurances (pages 114-115)

### Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

### Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.



## Section 1. Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

For the past several years, Louisiana has been very focused on reversing years of low academic performance as measured, in part, by the National Assessment of Educational Progress (NAEP) scores and other nationally administered assessments. While some have rightly pointed out that Louisiana has a high number of students living in poverty<sup>1</sup> and a high percentage of students attending non-public schools as compared to other states,<sup>2</sup> the state recognizes that Louisiana's children are just as capable as any in the world and deserve an education that prepares them to successfully transition to college and the workplace – a shared recognition and expectation set forth by the federal Every Student Succeeds Act as well as Louisiana state law.<sup>3</sup>

Louisiana, like many other states, has seen impressive progress over the past decade of school support and accountability. In 1999, the state began grading schools based on student performance on the Louisiana Assessment of Education Progress (LEAP), which was created to mirror the NAEP.

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<sup>1</sup> Annie E. Casey Foundation. (2015). 2015 Kids Count Data Book. Accessed at <http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf>.

<sup>2</sup> Kolko, J. (2014). *Where "Back to School" Means Private School*. Trulia. Accessed at <https://www.trulia.com/blog/trends/private-vs-public-school/>.

<sup>3</sup> Louisiana Revised Statute 17:24.4. Accessed at <http://www.legis.la.gov/Legis/Law.aspx?d=80356>.



### 1999 LEAP 21 scores, by percent of students at each achievement level

2009 LEAP Results	Grade 4		Grade 8	
	English Language Arts	Mathematics	English Language Arts	Mathematics
Advanced (Level 5)	1	2	1	1
Mastery (Level 4)	15	8	11	4
Basic (Level 3)	39	32	31	33
Approaching Basic (Level 2)	42	24	36	21
Unsatisfactory (Level 1)	21	35	21	40

Points were initially awarded in the school rating system for scoring a Level 2 (“Approaching Basic”) on this five-level test. While this was in no way recognition of students performing at proficient levels, it was a way to motivate and reward necessary progress in the state’s many struggling schools. As time went on and the state shifted its focus to schools achieving a Level 3 (labeled “Basic” and often communicated as proficient), student achievement continued to increase, but still fell short of student achievement nationally.

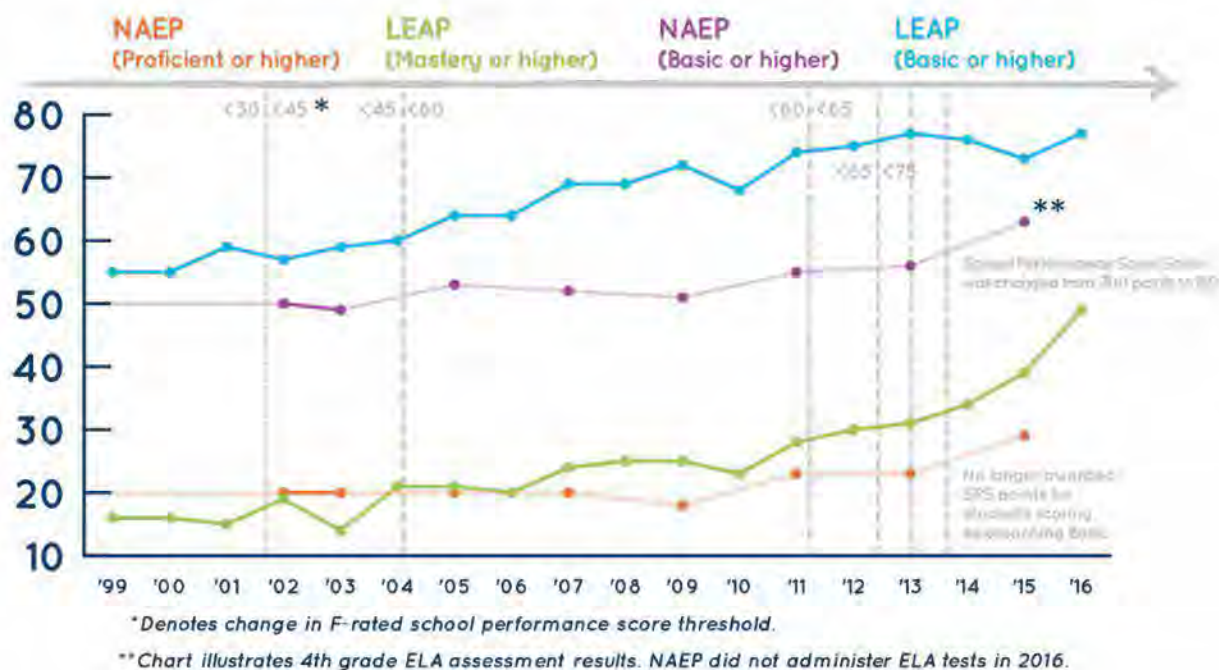
In 2010, recognizing the need to equip Louisiana students with the knowledge and skills needed to successfully transition to college and the workplace and to compete nationally, the state’s top school board – the State Board of Elementary and Secondary Education (BESE) – adopted a plan to phase in more rigorous academic content standards and high-quality aligned assessments. The Louisiana Legislature echoed that goal through a mandate in [Act 275](#) of the 2012 Regular Session: “Beginning with the 2014-2015 school year, standards-based assessments implemented by the State Board of Elementary and Secondary Education in English language arts and mathematics shall be based on nationally recognized content standards that represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.”

In 2013, the Louisiana Department of Education (LDE) analyzed student performance and found that although students were making undeniable gains in achieving the Basic expectation, performance beyond that target were stagnant. Approximately 61 percent of students required developmental or remedial math courses and 42 percent of students required developmental or remedial English courses during their freshman year in college.<sup>4</sup> And at the same time, state officials continued to express concerns about the preparation of workers qualified for jobs in key sectors of the economy. In keeping with nationwide trends, jobs were beginning to require some education after high school, primarily at a four-year college or at a two-year technical and community college. In 2011, 28 percent of the Louisiana workforce had a two- or four-year degree, and to meet the state’s future job needs, state workforce and economic development officials said that number needed to double. Therefore, in consultation with key stakeholders, including but not limited to educators, business and

<sup>4</sup> Louisiana Board of Regents. (2017). Response to Act 619 of the 2016 Regular Session of the Louisiana Legislature. Accessed at <http://regents.state.la.us/assets/others/619Docs/619FinaldraftforSSrev1.pdf>.



industry partners, and policymakers, BESE once again set out to increase its expectations for teaching and learning, setting a 10-year goal of Level 4 (“Mastery”) as the new standard for what it takes to be an “A” rated public school in Louisiana by 2025.<sup>5</sup> The LDE began publicly reporting student achievement not only in terms of “Basic and above,” but also “Mastery and above.”



By 2014, the state had fully implemented college and career ready standards and was measuring student learning using an aligned, nationally recognized assessment in 2014-2015 as state law required. The 2014-2015 data were to serve as a starting point or “baseline” for working toward BESE’s goal and the legislature’s mandate. However, during 2015-2016, in response to [Act 329](#), the Louisiana Legislature required BESE to undertake a review of its academic content standards. A panel of educators, content experts, and other key education stakeholders recommended some adjustments in order to ensure clarity and increased responsiveness to the expectations of college and workplace. BESE then adopted the new Louisiana State Standards effective beginning with the 2016-2017 school year, and the state made the corresponding adjustments to the LEAP to ensure full alignment and continued high quality.

<sup>5</sup> Louisiana Department of Education. (2013). *Department Announces Plan to Raise Expectations Over 10 years, Provide Two Years of Time to Learn New Expectations*. Accessed at <https://www.louisianabelieves.com/newsroom/news-releases/2013/11/21/departments-announces-plan-to-raise-expectations-over-10-years-provide-two-years-of-time-to-learn-new-expectations>.



The state's Accountability Commission, which includes diverse education stakeholders and serves as an advisory panel to the LDE and BESE, has for the past few years carefully reviewed BESE's goal and the legislative mandate in order to recommend school accountability policies that support its attainment.

The commission has recommended ambitious state policy to codify the state's long-term goal, measure and report progress, and motivate and recognize schools' growth.

The Louisiana accountability system will adjust ambitiously and cautiously in order to demand immediate and high expectations of students while allowing time for schools to adjust. Beginning in 2017-2018, Louisiana's expectations for students, as outlined in the individual indices of Louisiana's system, will be updated in alignment with Louisiana's long-term goals (e.g., "Mastery" = 100 points, 90% graduation rate = 100 points, ACT of 21 = 100 points). However, the overall grading scale will be adjusted to allow schools time to respond to higher expectations. The minimum score required for an A, B, or C grade will be lowered by 10 points. In 2022, the scales will partially increase by five points each, and by 2025 the scale will return to its current ranges (e.g., 100+ = "A").

Already, Louisiana public schools have begun to respond to this goal of higher expectations. The percentage of students scoring "Mastery" on the LEAP has increased to 38 percent, up from 33 percent in 2015. By the year 2025, 12 years after BESE decided to raise standards, the expectation for an "A" in Louisiana will be consistent with expectations for A-rated performance at public schools throughout the country.

ii. Provide the baseline and long-term goals in the table below.

In 2013, the Louisiana Board of Elementary and Secondary Education adopted more challenging standards for student learning and established the objective that by 2025 predominant student performance in a school rated an "A" in Louisiana would indicate full academic readiness for the next phase of education. Between 2013 and 2015, fourth grade students in Louisiana on the National Assessment of Education Progress (NAEP) gained six percentage points in the share of students scoring proficient in reading and four percentage points in math. These gains resembled those demonstrated during a similar period of time on the Louisiana Education Assessment Program (LEAP). From 2014 to 2016, Louisiana's students grew 11 percentage points at the "mastery" level on ELA and math.

The gains initiated by the adoption of more challenging standards and a more ambitious proficiency definition prompted a period of growth on multiple measures for a state that has historically struggled when benchmarked against other states. Looking toward the future, this period stands as precedent, setting a standard for what is possible in years hence.

There is also ample evidence from other states that sustaining gains on a statewide basis is possible. Fourth grade students in the nation's top performing state, Massachusetts, for example, have grown

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five percentage points in the percentage of students scoring proficient on the NAEP in math from 2005 to 2015. Fourth grade students in the most improved state on the NAEP from 2005 to 2015, Indiana, grew 12 percentage points in the percentage of students scoring proficient in math.

Louisiana's long-term performance objectives are thus informed both by the most inspiring evidence of what has been proven possible in our state and by evidence from peer states that such progress can be sustained. Louisiana thus proposes annual improvement targets between 2018 and 2025 that will represent average improvement of 2.5 percentage points per year in student proficiency, as reflected in the table below.

The impact of these gains will extend beyond student learning in elementary and secondary schools, directly affecting the preparation of Louisiana's young adults for education and life after high school. In 2003, 13 percent of 4<sup>th</sup> and 8<sup>th</sup> graders in Louisiana scored at the mastery level or above on state ELA and math assessments; 12 years later, when most of these students were between 21 and 25 years old, Louisiana ranked 49<sup>th</sup> in the country in higher education attainment, with 28 percent of adults 25 or older having earned an associate's degree or higher.<sup>6</sup> Were the proficiency gains below to come to fruition, radically increasing the proportion of Louisiana graduates exiting high schools academically prepared for essential higher education coursework, the skills of Louisiana's entire working population would experience a profound shift. We estimate, in fact, that if these goals are met, more than 40 percent of adults 25 or older in Louisiana would have earned an associate's degree or a bachelor's degree by 2035.

**Elementary/Middle School (LEAP): Percent Mastery and Above**

Subgroups	Reading/ Language Arts: % at Basic (2016)	Reading/ Language Arts: Current % at Mastery (2016)	Reading/ Language Arts: Long- term Goal (2025)	Mathematics: Current % at Basic (2016)	Mathematics: Current % at Mastery (2016)	Mathematics: Long-term Goal (2025)
All students	70	41	63.5	64	34	56.5
Economically disadvantaged students	64	33	63.5	58	27	56.5
Students with disabilities	34	12	63.5	33	12	56.5
English learners	39	15	63.5	47	20	56.5
White	81	53	63.5	76	47	56.5
Black or African American	60	28	63.5	51	21	56.5
Hispanic/Latino	65	38	63.5	63	33	56.5
Homeless (reporting to begin in 2017-2018)	55	25	63.5	47	19	56.5
Military-affiliated (reporting to begin in 2017-2018)			63.5			56.5

<sup>6</sup> Analysis of EDUCATIONAL ATTAINMENT 2011-2015 American Community Survey 5-Year Estimates, <https://factfinder.census.gov>



## **B. Graduation Rate.**

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

In addition to growth on state and national assessments, Louisiana's cohort graduation rate has increased more than most states over the past several years. In 2005-2006, fewer than two thirds of Louisiana's seniors who entered high school together as a cohort were graduating on time, with a graduation rate of 64.8 percent. Over the next decade, that rate increased by nearly 13 percentage points due to a number of aggressive steps taken by Louisiana educators, including but not limited to the establishment of effective ninth grade academies and dropout prevention strategies like the Jobs for America's Graduates program, improved counseling, the elimination of ineffective programs for students who were academically behind, and improved data reporting by the state's school systems. In 2009, the Louisiana Legislature also passed comprehensive legislation aimed at improving graduation rates and college and career readiness, and it included the creation of a career diploma option for students not on track or planning to transition to a four-year university.

Over the past several years, BESE and the LDE, in collaboration with the state's workforce, economic development, and post-secondary education leaders as well as local school systems, business and industry, and regional economic development authorities, have established the nation's premier career and technical education program called [Jump Start](#) that centers on the attainment of a high school diploma and a nationally recognized industry-based credential in high demand, high wage fields. By 2017-2018, students not graduating with the state's university preparatory diploma will be required to attain a Jump Start credential in order to receive a high school diploma. Additionally, the Louisiana Legislature created a path to graduation for students with disabilities that allows for [alternate means](#) to demonstrate skills and student progress, and BESE approved an alternate set of diploma requirements for students with significant cognitive disabilities.

As Louisiana continues its implementation of more rigorous academic content standards, enhances supports for struggling students and schools, and transitions to new expectations for high school counseling and graduation, the state's current graduation rate of 77.5 percent<sup>7</sup> should continue to increase. The efforts underway, led the state Accountability Commission, to recommend a rigorous and ambitious goal of achieving what could be the national average graduation rate by 2025, and that is nine out of ten students entering high school graduate on time. Currently the average graduation rate among "A" rated high schools is just under 90 percent, and the national average is 83 percent. Louisiana will work toward its goal of a statewide average of 90 percent, continuously supporting the state's high schools and annually reporting and celebrating progress toward that goal. The state's high school performance score formula will also continue to motivate and recognize progress for

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<sup>7</sup> 2014-2015 adjusted cohort graduation rate



students not only for graduating, but graduating with college credit and industry-based credentials that signal readiness for college and careers.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Subgroup	Baseline (2014-2015) (A = 75%)	Long-term Goal (2025) (A = 90%)
All students	77.5	90
Economically disadvantaged students	70.8	90
Children with disabilities	44.3	90
English learners	50.2	90
White	82.7	90
Black or African American	71.4	90
Hispanic/Latino	74.9	90
Homeless (reporting to begin in 2017-2018)	59.8	90
Military-affiliated (reporting to begin in 2017-2018)	TBD	90

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

Not Applicable. Louisiana does not include an extended year cohort graduation rate in its accountability system and long-term goals. Instead, Louisiana rewards schools for students who graduate in five or six years through the Strength of Diploma Index in high school accountability. More detail on the Strength of Diploma index is included later in this document.

### C. English Language Proficiency.

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on

which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency (ELP) level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).

Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition. The Louisiana Connectors for English Learners are the English proficiency standards (ELP) that address the language needs of English Learners (ELs) for academic success. The ELP Connectors clarify and amplify the language demands of the Louisiana State Standards. Louisiana approved a comprehensive set of ELP Connectors in December 2016. Aligned with the English language proficiency assessments, the ELP Connectors describe these higher expectations by integrating language development with appropriate academic content matter. Both the English language proficiency screener and summative assessments, described below, are part of the Louisiana Connectors for English Language Learners.

The LDE is committed to assisting local school systems in meeting long-term goals for their English learners by providing training, developing resources, and supporting an ELL coaching model. To help teachers implement the Connectors and gain the skills and knowledge necessary to reach their English learner, the LDE is partnering with SC3 Comprehensive Center to train ELL teachers in becoming instructional coaches and supporting the implementation of an ELL coaching model. The job embedded, continuous professional development around the specific needs of the English Learner will have positive long term outcomes. Coaching is considered one of the most promising methods of helping teachers to change, improve, and sustain new instructional practices over time. In addition, instructional supports are being developed to specifically address the scaffolds necessary for meaningful engagement in content area practices. Finally, the LDE will build and release a comprehensive set of instructional curricular resources for teachers to use to help English Language Learners access on level content in the classroom.

#### *English Language Proficiency Screener*

The LDE adheres to USDOE's guidance in establishing a uniform procedure to identify potential English Learners and determine their level of English proficiency. A Home Language Use Survey is the first step in this procedure; it is used to identify potential English learners at the time of their initial enrollment in school. The second step is to administer the English Language Proficiency Screener within the first 30 days of school to determine an initial English proficiency level, confirm eligibility for enrollment in a specialized language program, and inform initial placement.



The screening assessment was developed from the same item bank as the summative assessment for each of the six grade bands and helps schools assess the baseline English language proficiency of incoming ELs and inform placement and instructional decisions.

*The English Language Proficiency Summative Assessment*

The LEAP English Language Proficiency (ELP) Connect will be administered in the spring every year beginning in 2017-2018. It is designed to measure the four language domains – listening, speaking, reading, and writing – and the academic language skills necessary to access and meet the rigorous Louisiana Student Standards. The LEAP ELP Connect assessment provides two sets of outcomes, each serving different purposes.

The first set of outcomes are intended to be used for score reporting and include a summary of performance on the four domains and a proficiency determination of Emerging, Progressing, and Proficient that is based on the pattern (or profile) of performance across the four domains. These scores are provided for use by students, educators, and parents and meet the objectives of measuring progress and determining program eligibility.

The second set of outcomes includes two growth indicators: an overall score and a comprehension score. Overall proficiency is determined through the pattern and level of performance across the four domains. Scale scores are provided for each domain, overall performance and comprehension. These scores meet the objectives for accountability.

Summary of both sets of outcomes:

	AUDIENCE	ASSESSMENT OUTCOME	PURPOSE
Reporting Scores	Students, Families, Educators (all audiences)	Domain Profiles and Levels, Domain Score	Reporting Scores, Allocating Resources, Instructional Planning
		Proficiency Determination	Determining EL Program eligibility
Growth Indicators	Students, Families, Educators (all audiences), Policymakers, Administrators	Overall Score	Evaluating Program Outcomes, Computing accountability metrics, Calculating Growth
		Comprehension Score	

Proficiency requires meeting a combination of expectations across all four domains. This expectation reflects the knowledge, skills and abilities that are required in each domain to interact with and engage in grade-level content instruction and is referred to as the “performance target.” A

determination of proficient indicates that a student has demonstrated the language skills required by the content area expectations described by the Louisiana Student Standards.

Description of the performance target for each of the four domains:

<b>ELs demonstrate skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs. For each domain...</b>	
<b>DOMAIN</b>	<b>DEFINITION</b>
Listening	An EL can listen and comprehend <b>spoken English</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Speaking	An EL can <b>produce speech</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Reading	An EL can read and comprehend <b>written English</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.
Writing	An EL learner can <b>write texts</b> at a level sufficient to fully participate in and learn from grade-level instruction, communication, and activities.

2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.

The LDE establishes the criteria of a maximum of seven years to attain English language proficiency, adjusted based on a student's baseline proficiency level. A determination of English Language Proficient indicates that a student has demonstrated English language skills or Cognitive Academic Language Proficiency to successfully access content area expectations as described by the Louisiana Student Standards. Taking into account the heterogeneity of the EL population, one should expect students to reach proficiency on varied timelines. The prevailing conclusion of recent literature reviews and research on this topic is that, "even in districts that are considered the most successful in teaching English to EL students, oral proficiency takes 3 to five years to develop, and academic English proficiency can take four to seven years."<sup>8</sup> Thus, the criteria set by LDE of a maximum of seven years to attain English Language Proficiency is just and reasonable.

Taking into consideration the student's entry proficiency level, the LDE establishes the criteria of a maximum of seven years to attain English language proficiency when students enter at a Level 1

<sup>8</sup> Hakuta, K., Butler, Y.G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Berkeley, CA: University of California Linguistic Minority Research Institute. Accessed at <http://escholarship.org/uc/item/13w7m06g#page-1>.



proficiency status, six years for entry Level 2, five years for entry level 3, and four years for entry level 4.

Entry Proficiency Level	Maximum Years to Proficiency Attainment
Level 1	7 years
Level 2	6 years
Level 3	5 years
Level 4	4 years

Louisiana will administer the LEAP ELP Connect for the first time in the 2017-2018 school year. However, historical data on Louisiana's previous English language proficiency assessment (ELDA) illustrates that students on average require about four years to meet the exit criteria. The number of years to meet the exit criteria has historically varied by grade level, with younger students requiring less time.

#### *Results across grades 5-8*

School Year	Number of Years Since First EL Identification			Grade Level at First EL Identification		
	Average	Minimum	Maximum	Average	Minimum	Maximum
2012-2013	4.0	0	7	2.4	Pre-school	8
2013-2014	4.2	0	8	2.0	Pre-school	8
2014-2015	4.2	0	9	2.2	Pre-school	8
All	4.1	0	9	2.2	Pre-school	8

#### *Results per grade*

School Year	Current Grade Level	Number of Years since First EL Identification			Grade Level at First EL Identification		
		Average	Minimum	Maximum	Average	Minimum	Maximum
2012-2013	5	3.81	0	7	1.33	Pre-school	5
2012-2013	6	3.83	0	7	2.30	Pre-K	6
2012-2013	7	3.94	0	7	3.17	Kindergarten	7
2012-2013	8	4.65	0	7	3.53	Kindergarten	8
2013-2014	5	3.81	0	8	1.26	Pre-school	5
2013-2014	6	4.29	0	8	1.93	Pre-K	6
2013-2014	7	4.25	0	8	2.89	Pre-K	7
2013-2014	8	5.18	0	8	2.98	Kindergarten	8
2014-2015	5	3.53	0	8	1.56	Pre-school	5
2014-2015	6	3.90	0	8	2.18	Pre-school	6
2014-2015	7	4.65	0	9	2.42	Pre-school	7



2014-2015	8	5.09	0	9	3.06	Pre-K	8
All	5	3.71	0	8	1.39	Pre-school	5
All	6	3.97	0	8	2.16	Pre-school	6
All	7	4.25	0	9	2.86	Pre-school	7
All	8	4.95	0	9	3.21	Pre-K	8

Louisiana will establish annual student-level targets aligned to the timeline described above and based on a student's entry proficiency level. Following the first administration of LEAP ELP Connect in 2017-2018, Louisiana will establish a concordance table between the previous assessment (ELDA) levels and the new LEAP ELP Connect assessment levels in order to establish student-level targets on the new assessment. Student progress on LEAP ELP Connect will be measured for the first time in 2018-2019.

3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Louisiana will measure school success with English language learners in two ways:

1. Progress towards English language proficiency, as measured by the LEAP ELP Connect, will be included in the school accountability formula. This indicator is described in more detail in Section 4.
2. School performance the English language proficiency indicator and English learner subgroup results on all other school performance indicators will be publicly reported on school report cards, and used as one of the subgroups leading to potential school identification (i.e. targeted schools or Urgent Intervention Required).

As detailed in Section 4, schools will be held accountable for student progress on LEAP ELP Connect. Schools will be measured in the accountability system based on whether students fall short of, meet, or exceed their annual targets and/or meet the exit criteria. Additionally, the growth of English language learners on academic assessments will be recognized within the core accountability system like all other students.

Per ESSA, recently-arrived English language learners will participate in state English, math, science, and social studies assessments in addition to LEAP ELP Connect, but their state assessment results will be excluded from accountability in the student's first year in the United States, and will be included only in the growth index (described in detail in Section 4) for ELA and math in the second year with full inclusion of all results in year three. In addition, progress to English language proficiency as measured on LEAP ELP Connect will be included in accountability beginning in students' second year.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on I.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Because Louisiana recently finalized its English language proficiency standards, and because the aligned exam will be administered for the first time in 2017-2018, Louisiana will begin reporting on the percentage of students making progress towards English language proficiency beginning in 2018-2019. After an initial baseline year of results is available, Louisiana will work with stakeholders, the state's Accountability Commission, and BESE to establish ambitious long-term goals.

## **Section 2: Consultation and Performance Management**

### **2.1 Consultation.**

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*



2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

**A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

Following the posting of two draft ESSA frameworks, the LDE posted the draft ESSA state plan to its Internet [website](#) on February 20, 2017, and through a [press release](#) directed individuals to provide comment by emailing [essalouisiana@la.gov](mailto:essalouisiana@la.gov).

**B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Prior to the enactment of ESSA, the LDE had already begun to engage stakeholders about the state's remaining challenges and long-term goals with regard to early childhood through secondary education and beyond. With the enactment of ESSA, and with many shared goals including increased student achievement, elimination of achievement gaps across student subgroups, and a well-rounded education for all children, the LDE began to consider and consult with stakeholders about ways to achieve those goals not only in compliance with ESSA, but using the federal law and its authorized programs as an opportunity to support the development, implementation, and achievement of Louisiana's long-term education plan.

The LDE began communicating with stakeholders about ESSA and the development of a state plan to address shared goals immediately after it was signed into law, through public statements, email newsletters, and presentations at public meetings around the state. The agency disseminated guidance, draft regulations, Frequently Asked Questions, and other information with LEAs and other stakeholders as it became available, through email [newsletters](#), standing advisory council meetings, and other means.



In June 2016, the LDE held meetings with school leaders, education associations, business and community leaders, civil rights organizations, and advocacy groups to review the requirements of ESSA, to receive questions and feedback, and to consider ways in which to partner on the development of a state plan. The agency also added a section to its [website](#) devoted to ESSA where the public could learn more about ESSA, contact the LDE with questions or feedback, and view a draft timeline for the state plan development and submission.

In July and early August, State Superintendent of Education John White hosted regional public town hall-like meetings around the state to discuss ESSA and the development of Louisiana's state plan. These meetings were announced through media advisories, email newsletters, social media, radio, the LDE's website, announcements at state board meetings, and direct invitations to local education agencies and state, regional, and local stakeholder organizations. Thirteen such meetings were held, in every region of the state, with many individuals attending representing at least 200 identified school systems and organizations. Attendees included but were not limited to parents, educators, school leaders, elected officials, business and industry representatives, civic organizations, representatives of professional educator associations, post-secondary education leaders and faculty, representatives of the military, state and local health and social service agencies, and advocates for children with exceptionalities and English learners. Copies of sign-in sheets and materials presented are available on the ESSA [webpage](#). The LDE compiled a [report](#) at the conclusion of this statewide tour in order to summarize the conversations with stakeholders thus far, summarize feedback received, publicize next steps in the state plan development process, and inform the public of ways they could continue to engage in the process.

At the same time, the LDE intensified consultations with the state board and numerous state advisory councils comprised of diverse stakeholders. In August, BESE held a [retreat](#), open to the public, that focused on the identification of Louisiana's most pressing education needs and opportunities, ESSA, and the development of the state's education plan. LDE staff also began facilitating numerous discussions with the state's stakeholder-led, standing [advisory panels](#) that exist to advise LDE and BESE -- the Accountability Commission, Special Education Advisory Panel, Superintendents' Advisory Council, Nonpublic Schools Commission, and Early Childhood Care and Education Advisory Council. Additional conversations were held with numerous other state and regional partners, including but not limited to:

- Advisory Council on Student Behavior and Discipline
- American Federation for Children - Louisiana
- Associated Professional Educators of Louisiana
- Council for a Better Louisiana
- Deaf Grassroots Movement of Louisiana
- Democrats for Education Reform - Louisiana
- Equity in All Places
- Louisiana Association for Health, Physical Education, Recreation and Dance

- Louisiana Association of Business and Industry/Education and Workforce Development Council
- Louisiana Association of Colleges for Teacher Education
- Louisiana Association of Principals
- Louisiana Association of Public Charter Schools
- Louisiana Association of School Administrators of Federally Assisted Programs
- Louisiana Association of School Business officials
- Louisiana Association of School Superintendents
- Louisiana Association of Educators
- Louisiana Federation of Teachers
- Louisiana Board of Regents
- Louisiana Center for Afterschool Learning
- Louisiana Civic Education Commission
- Louisiana Council of Juvenile and Family Court Judges
- Louisiana Department of Children and Family Services
- Louisiana Department of Health
- Louisiana Developmental Disabilities Council
- Louisiana Library Association
- Louisiana Psychologists Association
- Louisiana School Boards Association
- Louisiana School Counselor Association
- Louisiana School Psychologists Association
- Louisiana Youth Advisory Council
- Representatives of Louisiana military bases and school administrators serving a majority of children of military-connected families
- Representatives of Louisiana native American tribes and tribal organizations
- Representatives of Louisiana advocacy organizations that serve historically disadvantaged students, including students with disabilities, English learners, economically disadvantaged families, and racial/ethnic minorities
- Louisiana Center for Children's Rights
- Southern Poverty Law Center
- Stand for Children Louisiana
- Urban League

Several stakeholders requested more detailed information in writing that would outline the state's priorities and possible options to address lingering challenges. In September, the LDE publicly released a [draft ESSA framework](#) that outlined five main challenges and incorporated initial input received from stakeholders during the statewide tour, in advisory council meetings, through individual meetings and conversations, and via the state's ESSA email address ([essalouisiana@la.gov](mailto:essalouisiana@la.gov)).



Throughout the winter, using the draft framework as a guide for deeper conversations, the LDE continued working with diverse stakeholders. The Accountability Commission, in particular, held nine lengthy public meetings leading up to the drafting of the ESSA state plan to consider very detailed accountability policy options for effectively addressing state's most pressing challenges, including but not limited to long-term goals and the inclusion of growth in the school performance score formula (methodology and weighting). State Superintendent White continued discussions with school board representatives, local superintendents, and charter school leaders in formal advisory council meetings and informal task force settings to discuss long-term goals, assessments, accountability, educator preparation and support, supports and interventions for low-performing schools, funding, and more. Additional meetings with the Louisiana Board of Regents, college and university system leaders, and deans of colleges of education were held to develop plans for increasing access and overall quality of dual enrollment and early college experiences for high school students. LDE senior staff continued working with the Special Education Advisory Panel regarding diploma pathways for students with disabilities and alternate standards ("Louisiana Alternate Assessment [LAA 1]"), aligned assessments, and inclusion in the state's graduation index and graduation rate. Similar conversations and collaborations took place with the state's professionals and advocates serving English learners as updated, aligned standards were developed and opportunities for supports through ESSA were identified. LDE senior staff also continued to work with a number of state professional and advocacy organizations explore opportunities within ESSA to support a well-rounded education and to emphasize fairness of access to rigorous courses and enriching experiences within the state's plan.

In order to explore opportunities to improve low-performing schools and schools with persistent challenges, the LDE convened a school redesign [summit](#) for local superintendents and their senior staff to meet and discuss needs and opportunities with proven providers from within the state and around the country. Over 40 providers attended the event to meet with representatives from 10 charter management organizations and 45 out of 69 school districts. The event enabled Louisiana's school district leaders to identify proven providers with whom they might partner to improve school and subgroup performance through comprehensive and targeted school improvement programs within ESSA.

Based on stakeholder engagement, collaboration, and feedback, the LDE released an updated and more detailed [draft ESSA framework](#) on February 6, 2017, to identify the most promising aspects of a state plan that had emerged. The framework was disseminated through a [press release](#), posted to the LDE's website, and presented to several audiences around the state. The public was again invited to share feedback prior to the draft state plan being posted for public comment on February 20, 2017.

Following the release of the second draft framework, the LDE continued to work with the state's Accountability Commission on detailed aspects of the school accountability system, and consultation continued with LEA leaders, policymakers, advocacy organizations, and other stakeholders.



The LDE sent to Governor John Bel Edwards and posted for public comment a first draft ESSA state plan on February 20, 2017, and requested formal feedback be sent to [essalouisiana@la.gov](mailto:essalouisiana@la.gov). On March 14, 2017, in response to updated guidance from the USDOE, the LDE posted a revised draft state plan. Governor Edwards offered preliminary [feedback](#) on the draft plan on March 24, 2017. A meeting was held shortly thereafter that included State Superintendent White, Governor Edwards' staff, members of the state board, and school superintendents.

On March 29, 2017, the state board held a special meeting for the purpose of considering the draft state plan. During the seven-hour public meeting, public comment was received from 115 individuals, including parents, educators, principals, superintendents, school board members, legislators, and representatives from professional educator associations, advocacy groups, and business and industry. As noted in the meeting [minutes](#), the board voted to endorse the draft state plan and directed the LDE to make several adjustments to address stakeholder feedback. Those adjustments related to the planned transition to higher academic expectations; public reporting on student achievement, growth, and subgroup performance; the use of Title I funds to support direct student services; consultation with school leaders throughout the spring and summer 2017 as the school quality/student success accountability indicator is fully developed; and continued dialogue regarding high school end-of-course tests in U.S. history and biology.

Following the BESE meeting, State Superintendent White and members of the board met several times shortly thereafter with representatives of the Governor, the leadership of the Louisiana Superintendents Association, and leaders of principal and educator associations to discuss the draft plan and the concerns that they had expressed. Additional meetings were also held with other advocates and civil rights organizations that expressed alternative views on those same issues. Final adjustments to the plan were made in an effort to address the feedback provided by all, while continuing to increase expectations for student achievement and increase public reporting of progress.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The LDE was able to obtain significant stakeholder input through its statewide tour, meetings of the state's education advisory councils, dozens of meetings with representatives of education associations and advocacy organizations, and direct correspondence through the LDE ESSA email address. The LDE released an initial [summary](#) of input obtained following the statewide tour and then released a first draft framework reflecting that input. Through meaningful consultations with the stakeholder-led Louisiana Accountability Commission and the various other advisory panels and stakeholder groups noted above, the LDE revised the framework and released a second draft framework prior to publishing the ESSA state plan for public comment on February 20, 2017.



The second draft framework included a number of revisions, updates, and additional detail, based on stakeholder feedback, as follows:

- **Challenge 1 - Mastery of Fundamental Skills:** Stakeholders weighed in on the manner in which the state would gradually raise expectations such that, by 2025, “A” rated schools have a majority of students scoring at “Mastery” on state assessments, achieving a high school graduation rate of at least 90 percent, and achieving an average ACT score of 21 or above. The state’s Accountability Commission and several stakeholder groups debated the advantages and disadvantages of gradually raising expectations over time versus a more immediate increased target. Ultimately, stakeholders recommended an immediate recognition of a more appropriate college- and career-ready standard with a short-term “curve” to ensure that, while schools are being held to higher standards, their scores do not initially plummet simply due to those higher expectations. This plan reflects that recommendation.
- **Challenge 2 - Supporting Historically Disadvantaged Students:** The LDE revised what was previously a progress point system for students achieving growth, but scoring below “Basic,” with a new model that motivates and rewards progress for all students. Based on stakeholder feedback, and endorsed by the state’s Accountability Commission, a new two-step model is set to first recognize acceptable levels of growth toward the new expectation of “Mastery,” and then to also recognize growth of students relative to their peers with similar characteristics and challenges. Additionally, based on requests from the state’s Special Education Advisory Panel and disability advocates, students with significant cognitive disabilities taking the LAA 1 alternate assessment who receive a diploma will be included in the high school cohort graduation rate.
- **Challenge 3 - Increasing Student Opportunities and Supporting Their Interests:** After meeting with several diverse stakeholder groups about a number of enriching courses and experiences needed to provide students with access to a well-rounded education, the LDE proposed making these priorities and opportunities the centerpiece of the state’s non-assessment school quality/student success accountability indicator. In addition to including access to the arts, world languages, and vigorous physical activity, and rigorous advanced coursework, the LDE added access to technology and students’ digital literacy as key priorities to incent and recognize in the school accountability system. The LDE is continuing to work with stakeholders to define excellence in each of these areas, determine how best to measure progress, and identify supports for LEAs (a discussion of intervention in schools with excessive out-of-school discipline is included in the section of this plan related to comprehensive and targeted intervention in struggling schools).
- **Challenge 4 - Strengthening the Educator Profession:** As the state board considered proposed regulations during the fall of 2016 to institute competency-based expectations for educator preparation programs as well as a full-year residency, the LDE responded to requests from providers as well as LEAs regarding possible costs and financial incentives to support teacher candidates as well as their mentors. The state committed to funding to support staff costs related to the transition of preparation programs, a \$2,000 stipend for



candidates completing yearlong residencies, and a \$1,000 stipend for mentor teachers hosting yearlong residents.

- **Challenge 5 - Support for Struggling Schools:** Based on feedback received from LEAs and several providers of school support and improvement services, on January 2017, the LDE hosted a [School Redesign Summit](#) to provide school system leaders with struggling schools an opportunity to network with potential partners and identify shared priorities. The state then announced planning grants to assist those LEAs with further exploration of possible partnerships to improve their schools eligible for comprehensive and targeted support and improvement. During this time, the LDE also engaged in extensive analysis of the state's struggling schools in order to more clearly identify the set of schools most in need and most likely to benefit from federally-funded supports and interventions.

Additional adjustments were made based on stakeholder input received in February and March 2017, following the release of the draft state plan and once again in response to directives of the state board. Refer to 2.1.B, Outreach and Input, above. Those adjustments included:

- **Transition to Higher Expectations:** Rather than “curving” school performance scores throughout the transition to higher expectations, Louisiana will immediately shift to defining “Mastery” as the state’s expectation for proficiency and will implement a simpler transition plan to support school systems in attaining the new expectation through 2025. Beginning in 2018, schools will earn an “A” (100 points) in the accountability formula for students scoring “Mastery” on LEAP/EOCs, for earning a 21 on the ACT and for a 90 percent or higher cohort graduation rate. Schools will earn a “C” (70 points) for students scoring Basic on LEAP/EOCs or an ACT/WorkKeys of 18/Silver. Individual indices will be updated next year (e.g., “Mastery” = 100, “Basic” = 70); however, the overall letter grade scale will be made easier in 2017-2018. The bar for earning an “A,” “B,” and “C” letter grade will rise in 2022 and one final time in 2025.
- **School Quality/Student Success accountability indicator:** This “Interests and Opportunities” accountability indicator will be measured through a “menu” approach that will allow LEAs to demonstrate a strong effort in a variety of ways. A working group predominantly made up of superintendents, principals, and other administrators, but also including experts and teachers in health, language, arts, and music, will develop long-term goals and valuable, fair ways to measure access to quality of student experiences. Louisiana’s Accountability Commission will then use the programmatic and curricular expertise of the workgroup to propose a method for scoring these desired outcomes fairly for all school districts. BESE will approve the method for use no later than the 2019-2020 school year, with the timeline being accelerated if the pace of progress is faster than anticipated.
- **Science and social studies testing in high school:** A commitment to develop a base of research and facts regarding the use of high school science and social studies assessments, specifically U.S. History and Biology, as factors in graduating from high school and in evaluating school performance. This research will consider practices nationally and internationally and evidence based on research of course assessments. The

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LDE will provide share this information with stakeholders by the end of April and then facilitate focus groups with science and social studies teachers, high school principals, district administrators, and higher education leaders at which the fact base will be discussed. Lessons gleaned from both processes will inform formal recommendations to BESE regarding the continuation, discontinuation, or modification of end-of-course assessments at the board's June 2017 meetings.

- **Direct Student Services:** Three percent of the state's Title I award will be set aside and distributed to LEA's using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer. When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.

**C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

When ESSA was signed into law, Louisiana Governor John Bel Edwards and many state lawmakers were just beginning their first terms. The state legislature immediately held three legislative sessions between February and June to address the state's budget deficit and other pressing state issues. The LDE, therefore, began robust consultations with the Governor's Office and other stakeholders about ESSA in summer 2017. Shortly thereafter, the Governor convened an ESSA advisory council charged with making recommendations to inform his review of the new law and the state's draft plan prior to submission. The LDE, the Governor's staff, and members of the Governor's advisory council regularly shared information and deliberated on many aspects of the draft state plan as it was being developed, through the Governor's advisory council as well as through other BESE and LDE advisory bodies and task forces on which they serve. State Superintendent White and his staff also consulted with the Governor and his staff individually to discuss specific policy considerations of stakeholder interest. The Governor's three appointees to the state education board also participated in several briefings and conversations by the LDE as the plan was being developed.



This draft state plan was submitted to the Governor for his review on February 20, 2017 and again on March 14, 2017, adding additional components requested by the U.S. Department of Education in guidance issued to states on March 13, 2017. State Superintendent White and members of BESE continued to meet with Governor Edwards and his staff in the month following his receipt of the draft state plan. Several adjustments to the plan requested by the state board during its March 29, 2017, all of which have been incorporated into this plan, are responsive to the Governor's feedback as well as that of other stakeholders. In particular, adjustments to Title I allocation methodology, the development of the Interests and Opportunities indicator, and the study of biology and U.S. history assessments, directly respond to specific policies addressed in writing by the Governor. Those adjustments are summarized in Section 2.1.B. above.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The LDE has support teams referred to as "networks" that consist of instructional coaches and other experts to support Louisiana's LEAs and their school leaders in the instructional planning and implementation process. The networks are responsible for working with each LEA to develop plans to address the needs of their students, in particular those students who are most at risk. Networks also ensure that those plans align with the state's identified [focus areas](#). The state engages local leaders in analyzing LEA and school level data, creating strategic plans and setting goals, reviewing the implementation of college and career-ready standards, vetting the alignment and quality of classroom resources, and regularly reviewing the implementation and effectiveness of the district's educator evaluation system. The results of this planning process are captured in the "Central Data" portion of the LEA's ESSA consolidated application. In this section of the application the LEAs identify their goals, key planning decisions, and activities that address the needs of their students.

The ESSA consolidated application for LEAs serves as their overarching plan, much like the state's long-term plan under ESSA. It is the vehicle by which they apply for state and federal funding. The process is designed to encourage all LEA program staff to work collaboratively to develop their own plans and to align each federal and state budgeted expenditure to the components of the LEA plan.



As a part of the approval process for LEA plans, the LDE has two levels of reviews, fiscal and programmatic. Fiscal reviews ensure that LEAs are properly coding expenditures for reimbursement purposes. Program reviews ensure that each budgeted expenditure aligns with the intent and purpose of the federal program requirements and verifies that all expenditures meet the reasonable and necessary accounting requirements. Once an LEA is approved at both levels of the fiscal and program reviews, the consolidated application moves on to the final fiscal review where maintenance of effort requirements are certified.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The LDE recognizes its duty as a state education agency to ensure all statutory and regulatory requirements related to federal education programs are followed and program activities, supports, and services are achieving intended outcomes. In order to gauge both compliance and effective program implementation, the LDE will engage in regular, targeted reviews of data and differentiate supports and interventions based on identified needs.

In the 2016-2017 school year, the LDE implemented a new risk-based monitoring system following extensive consultation with stakeholders and experts and a yearlong pilot. Prior to that time, a cyclical monitoring system was used in which the state followed a multi-year monitoring schedule. Not all LEAs were analyzed for monitoring every year, and for those that were selected, the monitoring process was a standard one. As concerns would arise outside of these scheduled times, targeted monitoring would be arranged, but were often very limited to program specific issues and not with broader considerations and implications taken into account. It was not unusual that in a given year, some LEAs would not be monitored at all and some would be monitored several times.

The new monitoring system allows for an evaluation of every LEA every year for all federal programs against a set of pre-determined risk indicators. These risk indicators are determined through annual consultation with stakeholders, experts, and LDE staff who lead the state's academic planning, accountability, and support structures. The monitoring process addresses compliance, academic performance growth (overall and by subgroup), and fiscal risks over a two-year period. Quartiles are used for ranking and assigning points in order to distribute a set of data into four equal groups. Risk indicators are weighted, assigned points, and ranked on a rubric. The application of this rubric yields a monitoring report card for each LEA that displays data and other relevant information used to make monitoring determinations. The rubric explains how risk indicators are weighted, displays points assigned based on the data and information analyzed, and concludes with rankings that place the LEA in low-risk, moderate-low, moderate-high, and high-risk categories for



monitoring purposes. The rubric, referred to as the monitoring report card (Appendix D), is also shared with LDE network teams to support coordination across the areas of program compliance and effectiveness in increasing student achievement.

Monitoring is then conducted and differentiated according to the level of risk, ranging from low intensity to high intensity. Monitoring experiences range from on-site monitoring at the most intensive level to self-assessments at the least intensive level. Comprehensive desk reviews are conducted at the moderate ranking level. The LDE utilizes state developed review protocols and self-assessment tools to ensure monitoring processes at every level are targeted, reliable, and consistent. Self-assessment results are submitted to the LDE for review and follow-up if required. The LDE may incorporate LEA staff interviews at any level of monitoring based on the discretion of the monitoring team leader. The LDE also reserves the right to make adjustments to the level of monitoring if concerns are elevated aside from this process. In some instances, cyclical monitoring may be necessary to monitor programs by which funding is provisional, competitive or discretionary.

LEAs must immediately develop and submit for LDE approval a corrective action plan for any findings of noncompliance. During the period in which the LEA is implementing the corrective action plan, the plan remains under the supervision of the LDE monitoring team, which regularly engages in conversations and collection of evidence to validate progress toward resolution. Throughout that time, LDE network teams assigned to support LEAs receive copies of corrective action plans so that they too can support and monitor progress, not only for compliance purposes, but also as part of a larger effort to ensure that all programs implemented by LEAs are achieving their goals relative to student outcomes. LEAs are also expected to brief their local school boards in open public meetings regarding any findings of noncompliance and corrective actions until all issues are resolved.

This new method of monitoring has eliminated a one-size-fits-all approach and now provides all LEAs with more timely opportunities to address non-compliance, improve program management, and ultimately increase student outcomes based on factors that have the greatest impact. The LDE will continue to work with stakeholders and experts to regularly review the effectiveness of this monitoring system in meeting the state's fiduciary responsibilities and ensuring maximum coordination toward the goals of college and career readiness for all Louisiana children.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.



The LDE provides a variety of resources, tools and support to help school systems improve. The cycle of support kicks off each spring with the release of the school system planning guide, which is designed to support school systems as they create academic plans for the following school year and leverage resources available by the LDE. The guide focuses on three areas:

- **Early Childhood:** Prepare every child for kindergarten
- **High Quality Classroom Teaching:** Develop high-quality teaching in every classroom from pre-K through 12th grade
- **High School Pathways:** Create a path to prosperity for every student

Going forward, the guide will include an Interests and Opportunities component, focused on providing every child with access to courses and enriching experiences that promote a well-rounded education and foster lifelong learning and talents. The guide as well as the collaborative planning process will also include ongoing reviews of data related to student behavior and discipline, including but not limited to chronic absenteeism and out-of-school suspensions and expulsions, prompting school leaders to identify schoolwide and subgroup needs, plan for improvement where necessary, and leverage federal funds to support such efforts.

More specifically, the school system planning guide details the key planning decisions, resources, and funds to support each focus area above. School systems: 1) use the Superintendent Profile, Educator Workforce Report, and Early Childhood Performance Profiles to identify areas of strength and opportunities for improvement in school system performance and prioritize specific improvements for the following school year; 2) create a plan to implement projects and initiatives that will lead to prioritized improvements and align their budgets to fund key initiatives and projects; and 3) share their plan with key stakeholders, ensuring that each group (e.g. teachers, parents, community members) is clear on how the plan impacts them and the next steps they should take.

The LDE also provides resources, tools and professional development to LEAs, principals and teachers throughout the school year through regular meetings, phone calls, webinars, collaboration events and the Teacher Leader Summit. One hundred percent of school systems participate in one or more of these professional development opportunities. Collaboration events typically occur four times throughout the year in four locations across the state each time. Sessions vary depending on the audience (district supervisors, principals and Teacher Leaders), but generally focus on topics related to:

- Early childhood
- Teacher preparation and talent management
- K-12 curriculum, instruction and assessment
- Special education
- High school opportunities
- Education policy
- Teacher and principal professional development
- ELL and immersion education



- Grants and federal programs

Both the Teacher Leader Summit and the collaboration events focus on providing educators with concrete tools and resources to help district and school stakeholders with decisions they are making at a particular time of year. Resources include the district support calendar, which provides dates when the LDE will provide key resources and support, and planning guides, such as the District Planning Guide, the Principal Guidebook, and the High School Opportunities Guidebook, which help districts and principals set priorities and make funding decisions for the coming year.

The LDE also provides differentiated, one-on-one support to districts based on their individual goals and needs via the network teams. Each of the three network teams has one leader and approximately five coaches to carry out the initiatives of the LDE and provide consistent hands on support to school systems. Overall, network leaders and coaches are charged with the task of being the bridge that connects the efforts of the LDE to the LEAs. More specifically, they spend the majority of their week in the field helping district leaders outline goals, assessing the quality of districts' implementation, and providing support to help districts improve their student's academic performance. Additionally, network staff share information and data about where districts are excelling and where they need additional support with other teams, which informs the content covered in the aforementioned calls, webinars, and collaboration events for district leaders and principals.

Going forward, in an effort to align academic and budget planning, support the resolution of monitoring findings, and promote a well-rounded education, the LDE will expand the scope of collaboration events and refocus the role of network teams. Through regional and one-on-one support meetings, LDE staff will support LEAs in addressing their greatest needs, as revealed by the results of needs assessments, analyses of data, and monitoring reports, and targeting funds toward those needs. This work will include, but not be limited to, addressing chronic absenteeism, excessive out-of-school discipline, and other behavior and discipline related needs for all students and for student subgroups.

**D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

The LDE is committed to equipping every LEA with the necessary resources and tools to be successful, and network teams are a crucial piece of the differentiated support that the LDE provides. Each of the three regional networks consists of one leader and approximately seven coaches who support all 64 parishes across Louisiana. Network staff members spend the vast majority of their time in the field working one-on-one with LEAs and place special emphasis on working with historically struggling schools and LEAs. Networks' visits are differentiated and are tailored to meet



the individual needs of superintendents, principals and teachers. Throughout the school year, network leaders and coaches:

- Diagnose LEAs' specific needs by analyzing student performance results and conducting school visits;
- Help districts and schools set goals, plan and revise their plans based on particular gaps and trends;
- Provide individualized coaching to district staff and school staff;
- Connect district and school staff with additional resources, tools and professional development that meet their needs; and
- Monitor progress towards differentiated goals and priorities.

### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

**A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☐ No.

The LDE provides and hosts trainings on Sample Middle School Accelerated Plans, guidance for districts to accelerate students starting in either sixth or seventh grade. This guidance helps school systems provide students the opportunity to accelerate into Algebra I by eighth grade and ensures that the accelerated students have the opportunity to master all middle school standards.

In addition, the LDE is building a series of advanced math and STEM progressions to support student acceleration. This includes piloting courses in advanced statistics, engineering, and computer science. The LDE is working to build the curricular tools needed for these courses and will pilot with hundreds of teachers in the 2017-2018 school year, providing a year of professional development to prepare teachers to implement these advanced courses.

The LDE also provides incentives in the accountability plan for schools to accelerate students into Algebra I in middle school. In addition to earning assessment index points for the student's Algebra I score, middle schools earn up to 50 incentive points based on the student's proficiency level. The following table shows eighth grade enrollment in Algebra I and Geometry for the past three school years. Over 90 percent of those who took Algebra I demonstrated proficiency on the end of course Algebra I assessment.

Course Name	2014-2015	2015-2016	2016-2017
Algebra I	6431	6982	8153
Geometry	229	216	232
Total	6660	7198	8385

**B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Louisiana defines "languages other than English that are present to a significant extent in the participating student population" as those languages spoken by greater than 1% of all students statewide. In Louisiana, the only language meeting that definition is Spanish. Thus, Louisiana's math examination is provided in Spanish.

However, even for languages not meeting the state's definition, students may have the mathematics examination administered with a translator (e.g., Vietnamese). Additionally, standardized directions for all assessments are available in the seven most commonly spoken languages (Arabic, Cantonese, Mandarin, French, Spanish, Urdu and Vietnamese). Finally, a Limited English Proficiency Accommodation Form is available for providing accommodations to students with limited English proficiency in the classroom and on assessments.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The Louisiana Education Assessment Program (LEAP) 2025 for grades 3-8 and end-of-course (EOC) tests for high school have the mathematics sessions available in Spanish. Schools may translate the math assessment to any other language using a translator as needed (e.g., Vietnamese).

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not Applicable

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:



1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

As noted above, Louisiana does provide translated exams in Spanish, and the state's translation policy ensures all students' language needs are met, even for languages that are not present to a significant extent. The LDE will continue to monitor the frequency with which translators are used annually, as well as the annual population makeup of the overall state as well as specific LEAs. As populations change and needs arise, Louisiana will work with its assessment vendor to offer expanded translations.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

The LDE engaged advocacy organizations serving English language learners through the statewide ESSA listening tour and through individual meetings. Conversations focused on the ways in which they and the LDE can better partner to address the needs of EL students and their families as they receive information related to testing, student assessment results, school report cards, and more.

The LDE analyzed data to determine the predominant languages spoken by EL students and worked with vendors to translate testing instructions into multiple languages. The LDE also supports LEAs that may need the help of translators in additional languages.

Through its assessment hotline and through email, as well as through its annual survey to district test coordinators, the LDE will receive and respond to comments by the public and practitioners regarding the need for additional translated materials.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The LDE has been able to meet the vast majority of EL student needs through the above means, but will continue to consult EL advocacy organizations, educators, and the public to determine if additional supports are needed.

#### **Section 4: Accountability, Support, and Improvement for Schools**

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

#### 4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
  - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
  - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
  - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i) Academic Achievement	Elementary/Middle School Assessment Index, high school end-of-course (EOC) Index, ACT/WorkKeys Index	This indicator captures student achievement on grade 3-8 and high school state assessments (EOCs) in English language arts, math, science, and history, and on the ACT/WorkKeys in high school. The academic achievement indicators used by the LDE allow for objective, valid, reliable, and comparable results across LEAs in the state, as all assessments are scored following national best practices executed by expert assessment vendors and overseen by psychometricians. In addition, a Technical Advisory Committee (TAC) is utilized to address and resolve measurement and technical

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		<p>issues to ensure that assessments are valid and reliable. All students participate in the same assessments by grade level and subject. Test scores are used in the SPS as an index (average), which in turn makes results more reliable.</p> <p>Prior to calculation of school performance scores and subgroup performance, all data are reviewed and certified by schools and LEAs.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
ii) Academic Progress	Growth Index	<p>This indicator captures student growth on ELA and math grade 3-10 state assessments as measured by growth towards proficiency OR student growth percentile using Louisiana's nationally-recognized value-added model, which is detailed below in full.* Using this index for student growth relies on the same reliable, valid, and comparable assessment instruments used in the Academic Achievement Index, but it provides different information: how well a school helps its students grow from one year to the next.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
iii) Graduation Rate	Graduation Rate Index	<p>This indicator measures the four-year cohort graduation rate as outlined in federal regulations and in state board regulations. The rates</p>

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		<p>are comparable across Louisiana schools, as well as all other U.S. schools that calculate rates using federal guidelines.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>
iv) Progress in Achieving English Language Proficiency	English Language Proficiency Indicator	<p>This indicator awards points for all English learners making annual progress toward attaining English language proficiency as defined by meeting exit criteria and/or meeting or exceeding annual targets based on a student's baseline proficiency level. This indicator will be included in the assessment index of every school beginning in 2018-2019 after implementation of Louisiana's new ELP assessment in 2017-2018. The progress to English language proficiency indicator used by the LDE allows for objective, valid, reliable, and comparable results across LEAs in the state as the LEAP ELP Connect was developed using an Evidence-Centered Design (ECD) framework with test items that are aligned to the Louisiana Connectors for English Learners. The specifications are tightly linked to the definitions of evidence that stem from the ECD process which ensures its reliability and validity. A description of how this indicator is included in the overall accountability system is included in Section 4.D <i>Annual Meaningful Differentiation</i>.</p>

v) School Quality or Student Success (all grade levels)	Interests and Opportunities	See full description below**
vi) School Quality or Student Success (middle schools)	Dropout Credit Accumulation Index	<p>This indicator measures credit accumulation through the end of 9<sup>th</sup> grade year (used to measure 8<sup>th</sup> grade schools). Bulletin 111.<sup>9</sup> This measure is not captured by performance on state assessments. Instead, it measures the degree to which middle schools have prepared students to be successful in high school based on their quality of work at the class level. Research shows that students who are under-credited at the end of the first year of high school are at-risk of not graduating on time.<sup>10</sup></p> <p>Students are only included in the DCAI if they are also full academic year in their ninth-grade year, which prevents middle schools from being penalized for students who exit early and cannot earn the required credits. The index includes a dropout penalty to encourage schools to take responsibility for assuring an uninterrupted transition to high school.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>

<sup>9</sup> Louisiana Board of Elementary and Secondary Education. (2016). Bulletin 11: The Louisiana School, District, and State Accountability System, §413. Accessed at <http://bese.louisiana.gov/documents-resources/policies-bulletins>.

<sup>10</sup> Allensworth, E. M. & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*. Consortium on Chicago School Research at The University of Chicago. Accessed at <https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>.

vii) School Quality or Student Success (high schools)	Strength of Diploma	<p>This indicator awards points based on the attainment of a high school diploma as well as post-secondary credit or credentials (i.e., more credits = higher points). It awards points for graduates who earn associate's degrees, passed AP/IB/CLEP exams,<sup>11</sup> earned credit in AP/IB/dual enrollment courses,<sup>12, 13, 14</sup> earned industry credentials,<sup>15,16</sup> graduated in 5 or 6 years, and completed a HiSET equivalency diploma. Unlike the graduation rate, this indicator recognizes the benefits to students when schools provide an array of opportunities for advanced coursework and credentials that promote a successful transition to college or a career.</p> <p>Please refer to Section D below for a full description of this indicator and all others.</p>

<sup>11</sup> Murphy, D. & Dodd, B. (2009). *A Comparison of College Performance of Matched AP® and Non-AP Student Groups*. CollegeBoard. Accessed at <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2009-6-comparison-college-performance-matched-ap-non-ap-student-groups.pdf>.

<sup>12</sup> Warne, R. T., Larsen, R., Anderson, B., & Odasso, A. J. (2015). *The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores*. The Journal of Educational Research. Accessed at <http://www.tandfonline.com/doi/full/10.1080/00220671.2014.917253>.

<sup>13</sup> IB Continuum. Nd. *Key findings from research on the impact of IB programmes in the Americas*. Accessed at <http://www.ibo.org/globalassets/publications/ib-research/Research-IBA-en.pdf>.

<sup>14</sup> Hanover Research. (2014). *Dual Enrollment as a Bridge to Higher Education: A Research-Driven Perspective*. Accessed at <http://www.hanoverresearch.com/2014/09/24/dual-enrollment-as-a-bridge-to-higher-education-a-research-driven-perspective/>.

<sup>15</sup> Hyland, R. (2016). *It's Time to View Industry Credentials Through the Lens of Student Success*. The Evollution. Accessed at [http://evollution.com/revenue-streams/workforce\\_development/its-time-to-view-industry-credentials-through-the-lens-of-student-success/](http://evollution.com/revenue-streams/workforce_development/its-time-to-view-industry-credentials-through-the-lens-of-student-success/).

<sup>16</sup> Southern Regional Education Board. (2015). *Credentials for All: An Imperative for SREB States*. Accessed at <http://www.ccsso.org/Documents/2016/SREBCredentialsforAll.pdf>.



**\*ii) Growth Index (Academic Progress) (25 percent of elementary/middle score; 12.5 percent of high schools score)**

Louisiana is focused on ensuring that students ultimately achieve “Mastery” on state assessments, as this level of performance signals true mastery of fundamental skills. However, two additional questions are also important to consider when evaluating schools:

- If students are not yet achieving “Mastery,” are they on track?
- Are students outperforming similar peers?

Louisiana’s new growth index will consider both questions.

**Question 1: On Track to Mastery?**

First, it is a goal of elementary and middle schools to have all children achieving at “Mastery” by the eighth grade. Therefore, every student scoring below “Mastery” in grades three through seven will receive a simple, clear growth target for the following year that illustrates the scaled score growth required to be “on track” to scoring at the “Mastery” level by eighth grade in English language arts and in math. These clear targets will guide educator planning, but also provide parents – for the first time – with a clear, measurable, meaningful target for all students who are not yet proficient.

If students achieve the target, the school will earn 150 points, or an A+, for achieving the desired target in the growth index. However, if a student does not achieve the target, then Louisiana will consider the following second important question.

**Question 2: If not on track to Mastery, are students outperforming peers with similar needs?**

Using Louisiana’s value-added model, it is possible to compare students’ individual performance to that of peers – students with similar prior scores, students with similar attendance and discipline records, and even students with the same disabilities or income status where relevant.

As part of question 2, Louisiana will calculate an expected score for each student based on the characteristics described above. Then, student results will be ranked based on the degree to which individual students’ results exceeded or fell short of the expected scores. Schools will earn points based on students’ percentile rankings as compared to peers.

<b>Student Growth Percentile</b>	<b>Index Points</b>
80 to 99th percentile	150
60 to 79th percentile	115
40 to 59th percentile	85
20 to 39th percentile	25
1-19th percentile	0

How can high achieving students show growth? For students scoring Advanced (the highest possible rating) in the prior year:

- If they maintain a score of “Advanced,” the school automatically earns 150 points or an A+.
- If the student drops to “Mastery,” the school is awarded points based on the student’s performance compared to similar peers (Question 2).

For students scoring “Mastery” in the prior year:

- If the student scores “Advanced,” the school earns 150 points or an “A+”.
- If the student maintains a score of “Mastery,” the school earns 100 points or an “A” or the points awarded via Question 2, whichever is higher.
- If the student scores below “Mastery,” the school is awarded points based on the student’s performance compared to similar peers (Question 2).

The growth of all individual students will be averaged together – across two years – to calculate the final growth index which counts for 25 percent of the overall elementary/middle school score and 12.5 percent of the overall high school score.

Although Louisiana schools will continue to receive one official school letter grade that is inclusive of growth, the LDE will annually report, for informational purposes, a school letter grade equivalent based on achievement and also one based on growth. This additional reporting was requested by stakeholders who expressed the importance of parents, educators, and the public being able to easily understand the school’s overall achievement and as well as progress over time.

**v) Interests and Opportunities Indicator (will be 5 percent of all schools’ scores beginning in 2019-2020)**

Louisiana already has two non-assessment measures of school quality and student success included in its school accountability system. The first, the Dropout Credit Accumulation Index, applies only to schools with an eighth grade and measures credit accumulation through the ninth grade. The second, the Strength of Diploma Index, is included in the scores of all schools with a graduating class and provides an indicator of student participation and performance in rigorous coursework such as Advanced Placement, International Baccalaureate, and dual enrollment, as well as receipt of rigorous career credentials. In addition to these existing indicators, Louisiana will add a third non-assessment measure called the Interests and Opportunities Indicator.

A voluminous series of rankings and reports, as well as self-reported data from Louisiana school systems, indicates that some Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important for a productive and healthy life after high school. Education should involve the development of interests, habits, and relationships that endure after high school, yet too often the opportunities for young people to develop in these ways are sparse.



The interests and opportunities indicator (five percent of each school's score) will measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents, including visual and performing arts, foreign language, technology, co-curricular activities, advanced coursework, health/PE, career pathways, etc. Per BESE's motion, this will be measured through a "menu" approach that will allow districts to demonstrate a strong effort in a variety of ways. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.

All elementary and middle settings should offer every Louisiana student access to quality visual and performing arts,<sup>17</sup> foreign language instruction,<sup>18</sup> technology consistent with current standards,<sup>19</sup> and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence.

High schools should offer all Louisiana students access to all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

A workgroup comprised of superintendents, principals, educators, practitioners, and experts will provide 2025 goals for this component and will identify fair ways of measuring access to these quality student experiences. Louisiana's Accountability Commission will use the programmatic and curricular expertise of the workgroup to propose a method for scoring these desired outcomes for all schools. BESE will approve the measure in advance of the 2019-2020 school year.

Based on stakeholder feedback, the LDE will adhere to the following timeline for implementation:

- Summer 2017: Convene workgroup
- 2017-2018: Collect all data necessary
- Summer 2018: Outline pilot index for measuring success
- 2018-2019: Pilot interests and opportunities indicator for all schools; report publicly with no consequences; BESE approves measure
- 2019-2020: Interests and opportunities indicator included in school performance scores

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<sup>17</sup> American Institutes for Research. (2016). Arts Integration: A Promising Approach to Improving Early Learning. Accessed at <http://www.wolftrap.org/~media/files/pdf/education/arts-integ-brief-2016-final.pdf?la=en>.

<sup>18</sup> American Council on the Teaching of Foreign Languages. (2015). Studies Supporting Increased Academic Achievement. Accessed at <https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting>.

<sup>19</sup> U.S. Department of Education, Office of Educational Technology. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. Accessed at <https://tech.ed.gov/files/2017/01/NETP17.pdf>.



## **B. Subgroups.**

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

Louisiana's major student subgroups include those who are economically disadvantaged (71%), identified as white (45%), identified as black/African American (43%), have disabilities (12%), identified as Hispanic/Latino (6%), are English learners (3%), identified as homeless (2.3%), and are military-affiliated (reporting to begin in 2017-2018).

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Louisiana has not included students formerly classified as a student with a disability in its "students with disabilities" subgroups. However, beginning in 2017-2018 and beyond, Louisiana will include any student currently classified as having a disability and any student formerly classified as having a disability (in any of the prior two years) in the overall subgroup.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

The LEP subgroup will include former LEP students for two years after they are no longer considered LEP according to state regulations. These two years coincide with the two years that students are monitored after they exit LEP status. These students will not count toward the minimum "n" for the LEP subgroup.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:
  - ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
  - ☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
  - ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

## **C. Minimum Number of Students.**

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students

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consistent with 34 C.F.R. § 200.17(a).

Louisiana will continue with its minimum “n” of ten students for reporting subgroups of students, as has been the practice in Louisiana historically and as has been long-approved per Louisiana’s accountability workbook and Louisiana’s ESEA waiver. An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

- ii. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Not applicable

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

- iv. Describe how other components of the statewide accountability system, such as the State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Louisiana does not use averaging to calculate or report subgroup performance.

Although the use of a low minimum number assures that a greater percentage of students are included in accountability, it does risk a higher standard of error. However, the consequences attached to subgroup performance require two or more years of low performance, which lowers the risk of over- or under-identifying schools with low-performance.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Louisiana employs disclosure avoidance techniques whereby all subgroup data tied to assessment and performance are suppressed. Counts representing less than 10 students are identified by a <10 and subsequent cells of disaggregated data will be redacted. Additionally, Louisiana will utilize complementary suppression when the number that has been suppressed can be calculated using other

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information in the row or column.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

In Louisiana, a school performance score is calculated for every school with 40 units, which is approximately 10 total students taking four tests each. Each subject test taken by a student is valued as one unit, and each graduation cohort member is valued at four units. The result is that nearly all (99%+) small school populations are included in the accountability system. Just 15 school sites were excluded in 2015-2016 and 13 in 2014-2015 due to insufficient data.

Furthermore, even if a subgroup cannot be reported because it represents fewer than 10 students, all students from that subgroup are still included in the overall accountability result. The students who are identified in the table below from the 2015-2016 school year were excluded only for subgroup calculations due to privacy concerns, but were included in the overall school scores.

	<b>Total Participants</b>	<b>Number Excluded from Subgroup Reporting ONLY (Students were still included in the overall school score)</b>	<b>Percent Excluded</b>
All Students	348,502	1,626	0.5%
White	160,373	989	0.6%
African American	153,414	1,514	1.0%
Hispanic	19,932	2,493	12.5%
Native American	2,415	501	20.7%
Asian	25,130	1,628	6.5%
Students with Disabilities	38,606	1,011	2.6%
Limited English Proficient	9,201	2,115	23.0%
Economically Disadvantaged	249,622	1,499	0.6%

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the

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system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not Applicable.

**D. Annual Meaningful Differentiation.** Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Louisiana’s ESSA draft framework proposes three critical shifts in the design of the accountability system.

1. Ensuring an “A” in Louisiana’s letter grade system signals mastery of fundamental skills. This will be achieved by raising expectations for what is required in order for a school to earn “A”-level points based on student achievement and attainment.
2. Adjusting school rating calculations to value more the progress of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are advancing relative to their peers. This growth index will replace the current progress point system.
3. Adding an Interests and Opportunities measure the extent to which each school is supporting a well-rounded education (five percent of score).

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

*Elementary/Middle School Assessment Index and High School End-of-Course Assessment Index (Including English Language Proficiency)*

Recognizing Louisiana’s lingering challenges, the state will continue the practice of weighting English language arts and math assessments twice, and weighting science and social students once in grades 3-8 for all students.<sup>20</sup> The Assessment Index comprises 70 percent of elementary school scores, 65 percent of middle school scores, and 12.5 percent of high school scores. The Assessment Index awards points a graduated scale of points, beginning at level 3 (Basic), such that an “A”

<sup>20</sup> Schools receive a zero for any instance of nonparticipation thereby ensuring the required participation rates.



school is one that is on track to meet Louisiana’s long-term goal of students scoring level 4 (“Mastery” or above).

In April, the LDE will develop a base of research and facts regarding the use of high school science and social studies assessments, specifically U.S. History and Biology, as factors in graduating from high school and in evaluating school performance. This research will consider practices nationally and internationally and evidence based on research of course assessments. The LDE will then facilitate focus groups with science and social studies teachers, high school principals, district administrators, and higher education leaders at which the fact base will be discussed. Lessons gleaned from both processes will inform formal recommendations to BESE regarding the continuation, discontinuation, or modification of end-of-course assessments at the board’s June 2017 meetings.

Louisiana will include a measure of English learner progress towards English language proficiency beginning in 2018-2019 as outlined in more detail later in this section.

Louisiana uses a consistent averaging method across all schools, and the assessment index can (and is) disaggregated by subgroup.

<b>Achievement Level</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
Advanced / Level 5	150	150
Mastery / Level 4	125	100
Basic / Level 3	100	70
Approaching Basic / Level 2	0	0
Unsatisfactory / Level 1	0	0

#### *Progress to English Language Proficiency*

Louisiana is committed to:

- (a) measuring the progress to English language proficiency for ALL students who are English learners, and
- (b) to ensuring that indicator is weighted proportionally within the overall accountability calculation.

The policies surrounding accountability of schools for English proficiency reflect these values

Following the first administration of LEAP ELP Connect in 2017-2018, Louisiana will create a concordance table between the previous assessment (ELDA) levels and the new LEAP ELP Connect assessment levels in order to establish student-level targets on the new assessment. Student-level targets will vary based on students’ baseline proficiency level, with a maximum of seven years to

reach proficiency and fewer years for students with a higher baseline aligned to the state-determined timeline defined in A.4.iii.c.1.

English learners achieve English language proficiency when they are able to demonstrate language skills at a level sufficient to participate in and learn from grade-level instruction, communication and activities in each of the four language domains (Listening Speaking, Reading and Writing). This is defined as achieving scores of Level 4 or 5 on all four language domains on LEAP ELP Connect.

The progress to English language proficiency indicator used by the LDE allows for objective, valid, reliable, and comparable results across LEAs in the state as the LEAP ELP Connect was developed using an Evidence-Centered Design (ECD) framework with test items that are aligned to the Louisiana Connectors for English Learners. The specifications are tightly linked to the definitions of evidence that stem from the ECD process which ensures its reliability and validity.

EL student progress on LEAP ELP Connect for all EL students will be measured and included in school accountability across all LEAs and the SEA for the first time in 2018-2019. Schools will earn up to 150 points in the elementary/middle school and high school assessment indices for each English learner who meets exit criteria and/or meets or exceeds his or her student-level performance target. All ELs in all grades are included in the calculation, regardless of N size. In other words, the assessment index calculation will be as follows:

$$\text{Assessment Index} = \frac{\text{All Academic \& ELP Test Units} \times \text{Academic \& ELP Points Earned}}{\text{Total Academic \& ELP Test Units}}$$

The ELP indicator will be weighted by six such that it is equal to the weight of all academic units (ELA x2, math x2, science, and social studies) to ensure proportional representation for English learners. For example, if 100 percent of students in a school were English learners, the progress to ELP indicator would make up half of the total Assessment Index.

A key difference between ELA and math (and other assessments) is that ELs will be included in the all students group irrespective of whether or not there are a sufficient number of ELs to create a separate subgroup. Using an EL progress index included as a separate weighting step excludes all EL progress in schools that do not meet the minimum N because there is no All Students group as a fallback option. By including the EL progress indicator directly into the academic indicator (assessment index), ELs will be included in every case in the All Student calculations. Given that the majority of schools do not meet the minimum (fewer than one-third) including EL progress ensures that all EL progress is monitored and counted towards a schools overall monitoring.

Minimum N size would cause the majority schools to be excluded from EL progress monitoring. Also, attempting to reduce the minimum N sufficiently to include as many schools as possible decreases the reliability and stability of the index and risks student privacy, especially as Louisiana's n-size is already 10. Including EL progress directly into academic achievement increases the overall



number of assessments used in that indicator, increasing both the reliability and stability. It also ensures that EL is included at the maximum weight.

Including EL progress directly into academic achievement explicitly places the importance of EL progress assessment results on par with ELA and mathematics assessments as EL progress results contribute equally to other assessments in the calculation.

Additionally, so long as the minimum n-size is reached (10), EL performance will be reported directly on the school report card to identify a line item for EL progress. This would be the same as if results were calculated in separate indices.

Directly including EL progress within the Assessment Index ensures the EL representation is commensurate with the proportion of ELs in the school. In contrast, a separate index would only in rare cases be equal to the proportion of ELs in a school. Using a separate index, when the number of ELs is below the minimum N, the weight is zero. Additionally, when the number of ELs results in their representation being greater than the weight of the separate index, EL representation in the overall model will be less than the proportion of ELs in the school. Including EL progress within the Assessment Index as proposed creates a continuous weighting scheme from zero ELs to 100 percent ELs.

#### *ACT/WorkKeys Index*

Louisiana measures the college and career readiness of all students by requiring access to the ACT for all juniors in Louisiana. Additionally, students may take the WorkKeys. Students' highest results through their grade 12 year are included in the school's ACT/WorkKeys index – worth 25 percent of all high school scores.

Louisiana uses a consistent averaging method across all schools, and the ACT/WorkKeys index can (and is) disaggregated by subgroup.

<b>ACT Composite/WorkKeys</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
0-17	0	0
18/Silver	100	70.0
19	102.8	80.0
20	105.6	90.0
21	108.4	100.0
22	111.2	103.4
23	114	106.8
24/Gold	116.8	110.2
25	119.6	113.6
26	122.4	117.0

27	125.2	120.4
28	128	123.8
29	130.8	127.2
30	133.6	130.6
31/Platinum	136.4	134.0
32	139.2	137.4
33	142	140.8
34	144.8	144.2
35	147.6	147.6
36	150.4	150

#### *Dropout/Credit Accumulation Index*

The transition from middle school to high school is of great importance to reducing students' likelihood to dropout and increasing their likelihood to graduate on time.<sup>21</sup> Therefore, schools with an eighth grade are held accountable for the successful transition of students to high school, as measured by Carnegie credits earned through the end of ninth grade. This measure, used since 2013, is worth only five percent of middle school scores but it encourages thoughtful transition planning across schools and further encourages middle schools to offer credit-bearing courses earlier.

Louisiana uses a consistent averaging method across all schools, and the Dropout/Credit Accumulation Index can (and is) disaggregated by subgroup.

<b>9<sup>th</sup> Grade Credits Earned</b>	<b>2016-2017 Index</b>	<b>2017-2018 Index and beyond</b>
7 or more	150	150
6.5	150	125
6	150	100
5.5	125	75
5	100	50
4.5	75	25
4 or less	50	0
3rd year 8th grader	25	0
Dropout	0	0

<sup>21</sup> Allensworth, E. M. & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*. Consortium on Chicago School Research at The University of Chicago. Accessed at <https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>.



### *Cohort Graduation Rate Index*

The cohort graduation rate index measures the percentage of the cohort graduating in four years, per federal rule and consistent across all schools. It is included as 25 percent of the score for high schools. The points awarded based on cohort graduation rates are such that schools must be on track to Louisiana's long-term goal in order to earn an "A". The cohort graduation rate index can (and is) disaggregated by subgroup.

<b>Cohort Graduation Rate</b>	<b>2017-2018 and beyond (100 = 90%)</b>
0-75%	$CGR \times 0.9$
76-90%	$CGR \times 1.111112$
91-100%	+5 points per percent increase (91=105, 92=110)

Students with disabilities pursuing a diploma through traditional TOPS University or Jump Start Career Pathways are factored into the accountability system based on the same criteria and with the same weights as their non-disabled peers, and students assessed using the LEAP Alternate Assessment, Level 1 (LAA 1) are included in the graduation index for the year in which they graduated or the year in which they exited, whichever is first.

### *Strength of Diploma Index*

The strength of diploma index measures not just whether a student receives a diploma, but the strength of the diploma received. For example, graduating having passed an AP exam indicates a much greater likelihood of success in postsecondary.<sup>22</sup> It is included as 25 percent of the high school score.

Louisiana uses a consistent averaging method across all schools, and the strength of diploma index can (and is) disaggregated by subgroup.

<b>Cohort Graduation Outcomes</b>	<b>Index Points</b>
HS Diploma plus Associate's Degree	160
HS Diploma plus (a) Passing AP/IB/CLEP score    OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus	110

<sup>22</sup> Murphy, D. & Dodd, B. (2009). *A Comparison of College Performance of Matched AP® and Non-AP Student Groups*. CollegeBoard. Accessed at <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2009-6-comparison-college-performance-matched-ap-non-ap-student-groups.pdf>.



(a) At least one passing course grade for TOPS core curriculum credit of the following type: AP, college credit, dual enrollment, or IB      OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.	
Four-year graduate	100
HS Diploma earned through pathway for students assessed on the LAA1	100
Five-year graduate with any diploma *Five-year graduates who earn a passing AP/IB/CLEP score will generate 140 points	75
Six-year graduate with any diploma	50
HiSET plus any Jump Start credential	40
HiSET	25

### *Academic Growth*

Louisiana will measure student growth on English Language Arts and math assessments in grades 3-10 using the growth index methodology previously described. The Growth Index will count as 25 percent of the score for elementary and middle schools, and 12.5 percent of the score for high schools.

Louisiana uses a consistent averaging method across all schools, and the growth can (and will be) disaggregated by subgroup. Points are awarded as follows:

Student Growth	Points Awarded
Advanced (Level 5) in current and prior year	150
Mastery (Level 4) in prior year and current score is on track to reach Advanced by 8th grade (elementary/middle schools) or 10th grade (high schools)	150
Basic (Level 3) or below in prior year and current score is on track to reach Mastery by 8th grade (elementary/middle schools) or 10th grade (high schools)	150
If student did not earn points above, points are awarded based on the student's value-added growth percentile.	
80 to 99th percentile	150
60 to 79th percentile	115
40 to 59th percentile	85
20 to 39th percentile	25
1-19th percentile	0

### *Interests and Opportunities Indicator*

The interests and opportunities indicator (five percent of each school's score) will serve as Louisiana's school quality/student success indicator and will be fully developed in advance of the 2019-2020 school year with significant stakeholder input. The specific measurement has not yet been defined. However, it will be measured consistently across all schools and will allow for disaggregation by subgroup.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

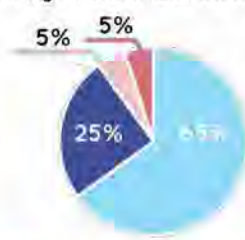
Please refer to the response to the previous question, the answer to which is graphically depicted below. When a school does not meet the minimum n-size for an indicator, the school is measured only on the available indicators (e.g., if a high school does not yet have a graduating class, they will be measured on ACT/WorkKeys and EOCs until such time that the graduation measures can be utilized).

**Elementary Schools**



Assessment Index (including Progress to English Language Proficiency)  
Growth Index  
Interests & Opportunities

**Elementary/Middle Schools (with Grade 8)**



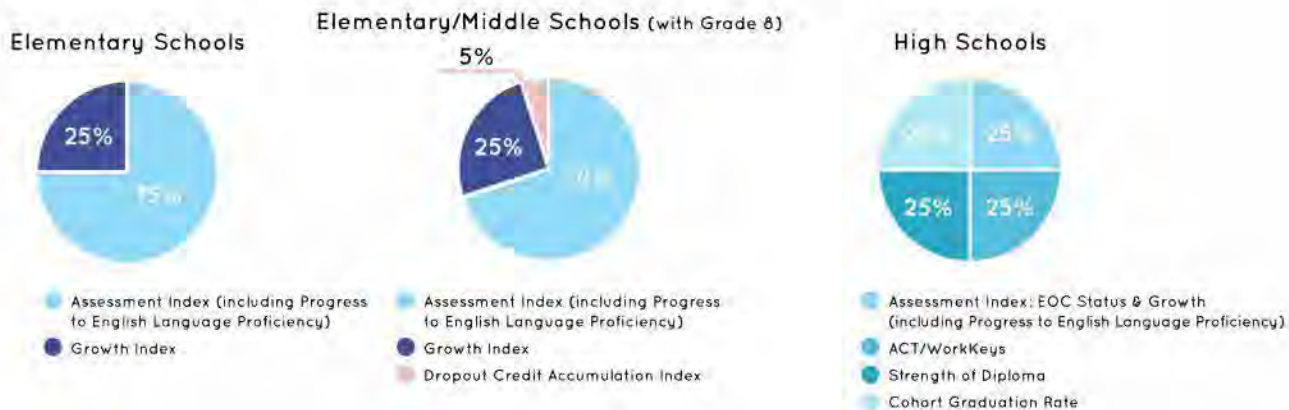
Assessment Index (including Progress to English Language Proficiency)  
Growth Index  
Interests & Opportunities  
Dropout Credit Accumulation Index

**High Schools**



Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)  
ACT/WorkKeys  
Strength of Diploma  
Cohort Graduation Rate  
Interests & Opportunities

The interests and opportunities measure will not be included within annual results until 2019-2020. Until the interest and opportunities measure is added, the assessment index will be worth 75 percent for elementary schools and 70 percent for schools with an eighth grade.



iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Schools receive a School Performance Score of 0-150 based on the calculations described above. School Performance Scores translate to letter grades based on the following scale.

Beginning in 2017-2018 (and through 2021)

School Performance Score	Letter Grade
90.0-150.0	A
75.0 – 89.9	B
60.0 – 74.9	C
50.0 – 59.9	D
0-49.9	F

Beginning in 2021-2022 (and through 2024)

School Performance Score	Letter Grade
95.0 – 150	A
80.0 – 94.9	B
65.0 – 79.9	C
50.0 – 64.9	D
0-49.9	F

Beginning in 2024-2025 and beyond

School Performance Score	Letter Grade
100-150	A
85-99.9	B
70-84.9	C
50-69.9	D
0-49.9	F



Going forward, local school systems will be expected to increase communications with students' parents and the public about school performance, including the public posting of school report cards on school and district websites and advertised public meetings to discuss school performance and any improvement efforts underway.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

#### *Public School Choice*

Louisiana will continue its longstanding policy of requiring LEAs to offer public school choice to schools that F-rated ("academically unacceptable"). The LEA must notify parents of school choice options by the beginning of the school year, offering more than one choice if more than one school is eligible to receive students. The LEA must take into account the parents' preferences among the choices offered, or the LEA may allow parents to make the final school selection decision.

#### *Schools Identified for Comprehensive Support and Improvement*

In Louisiana, any Title I school rated "D" or "F" in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year will be classified as a comprehensive support school – labeled "comprehensive intervention required" – in a given year. Louisiana will begin identifying schools for comprehensive support in 2017-2018.

#### *Schools Identified for Targeted Support and Improvement*

All schools demonstrating subgroup performance (those with subgroup N=10 or higher) that is, on its own for that subgroup population, equivalent to what would be a "D" or "F" rating for an entire school population, will be identified and reported as "Urgent Intervention Needed" for that subgroup. Though no interventions will be legally required in the district's consolidated plan, this system allows for both public and in-school awareness of needs to be addressed.

All schools having subgroup performance at the equivalent of an "F" rating for two consecutive years will be identified and reported as "Urgent Intervention Required" (Louisiana's identification for targeted schools). Any such school will be eligible for school improvement (targeted) funds and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.

Additionally, schools exhibiting persistent excessive out of school discipline--defined as approximately twice the national average<sup>23</sup>--will be considered for identification as targeted support and improvement. Specifically, elementary/middle schools with three consecutive years of out-of-school suspension rates above five percent and high schools with three consecutive years of out-of-school suspension rates above 20 percent will be identified.

Schools will first be identified for required Urgent Intervention, or targeted support, in 2018-2019. Schools that do not exit targeted support for a period of three years will be identified as requiring Comprehensive Intervention.

#### *Substantial Weighting of Indices*

The LDE is proposing an accountability system that puts forth an assessment index and a growth index as the two substantially weighted indicators for elementary and middle schools, and an end-of-course (EOC) test, status and growth index, ACT/WorkKeys index, strength of diploma index, and cohort graduation rate as the substantially weighted indicators for high schools.

Because of the substantial weighting of these indicators over other indicators (e.g. the dropout credit accumulation index for schools with an eighth grade and the interests and opportunities index for all schools), schools that show low performance of these substantially weighted indicators will be significantly more likely to be identified for comprehensive or targeted support and improvement. It is highly unlikely that a school's overall letter grade would change simply because of the dropout credit index or the interests and opportunities index.

#### *Results of Schools to Be Identified*

As Louisiana transitions to higher standards, F-rated elementary/middle schools under the 2017-2018 and beyond standards have an average of 13 percent of students scoring "Mastery" or above, and D-rated schools average 21 percent of students scoring "Mastery" or above. Students in schools rated "D" or "F" grade are often falling behind their peers, and, on average, fewer than one in four students is on track to reach "Mastery" by eighth grade.

High schools rated "F" under the 2017-2018 and beyond standards had just two percent of students scoring Excellent on the four-level EOC assessments and 42 percent of students graduated in four years. High schools rated "D" averaged seven percent of students scoring Excellent and 66 percent of students graduated on time.

- v. **Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

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<sup>23</sup> The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.schooldisciplinedata.org/ccrr/index.php>.



The state maintains student enrollment in a statewide student information system. In accordance with ESSA and in order to maintain a valid system of school accountability, all students who are enrolled in grades three through eight by the first week of testing are required to participate in testing. For high school, all students who complete a class for which there is an end-of-course (EOC) test must take the corresponding EOC test. All high school students must take the English II and Algebra I tests by the third year of high school enrollment. (NOTE: This will shift to the English I test for students entering high school in 2017-2018 and beyond). For the calculation of the school and district performance scores, when students who are required to participate in state testing fail to do so, the school receives scores of zero on all relevant indices (status and growth). The zero is factored into the calculation of the school performance score.

- vi. **Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

Louisiana does not use averaging to calculate or report subgroup performance. Averaging is only used in the calculation of the participation rate. To determine if a subgroup meets the 95 percent participation rate test, Louisiana calculates the participation rate of students within the subgroup during the current year, during the current and previous year (a two-year aggregate), and during the current year and two previous years (a three-year aggregate). The highest of the three rates is used to determine if the subgroup has met the participation criteria.

- vii. **Including All Public Schools in a State's Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- a. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Schools that have no grades assessed are paired with another school, and they receive the same school performance score and letter grade that is assigned to the paired school. Schools that open with no assessed grades, but are adding a grade level every year, are subject to accountability when they have a testing grade.

- b. Schools with variant grade configurations (e.g., P-12 schools);

Louisiana has three school types: K-8 schools (any combination of grades from K to 8), high schools (any combination of grades from 9 through 12), and combination schools (at least one grade from K-8 and one grade from high school). The combination school has a school performance score calculated for the K-8 student population and a school performance score calculated for the high



school student population. These scores are combined using a weighted average, with weighting based on the percentage of the population represented in each of the two scores.

- c. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. §200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. §200.20(a), if applicable;

Schools with fewer than 40 units do not receive a school performance score or letter grade. A unit is defined as a single subject test for assessment. A student who takes four subject tests contributes four units. Additionally, each graduation cohort member of a school counts as four units. The assessment results for these schools are reported publicly if there are at least ten students in a grade.

- d. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

ESSA provides an opportunity for states to reconsider the way they measure and report on the performance of alternative schools that serve traditionally disadvantaged student populations with unique needs. Quality alternative education can provide students who are struggling or who have left their traditional school an opportunity to achieve in a new learning environment. The LDE will convene a study group of key external stakeholders representing local school systems, student and family advocacy organizations, student behavior and discipline experts, and juvenile justice stakeholders during spring 2017 in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools.

- e. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. §200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Schools receive accountability determinations in the first year of operation based on all reportable indices, so long as they have 40 test units. For example, the high school performance score is based on four indices, which are equally weighted as 25 percent of the score; for high schools without a graduation cohort, assessments would carry greater weight in the school performance score.

## 4.2 Identification of Schools.

### A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

In Louisiana, any Title I school rated “D” or “F” in the state accountability system for three consecutive years or with an adjusted cohort graduation rate less than 67 percent in the most recent year will be classified as requiring Comprehensive Intervention, making it a comprehensive support school in a given year. Schools will be added to the list on an annual basis. They will first be identified in 2017-2018. Schools labeled “Urgent Intervention Required” may not earn an “A” overall letter grade. Additionally, schools that do not exit the Urgent Intervention Required category for a period of three years will be identified as needing Comprehensive Intervention. Based on 2014, 2015, and 2016 school accountability results and draft simulations of the 2018 accountability model, an estimated 17 percent of schools could be identified as needing Comprehensive Intervention.

Going forward, local school systems will be expected to increase communications with students’ parents and the public about school performance, including the public posting of school report cards that identify the school as needing comprehensive or targeted support on school and district websites. School systems will also be expected to convene public meetings to discuss improvement efforts to address the needs of schools identified as requiring comprehensive support and intervention.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

A school will have to achieve a C-rating for two consecutive years in order to be exited from comprehensive support and improvement.

### B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).



All schools having subgroup performance (those with subgroup N=10 or higher) at the equivalent of a “D” or “F” rating will be identified and reported as “Urgent Intervention Needed,” though this does not have a legal bearing on the LEA’s consolidated plan.

All schools having subgroup performance at the equivalent of an “F” rating for two consecutive years will be identified and reported as “Urgent Intervention Required” (Louisiana’s identification for targeted schools). Any such school will be eligible for school improvement (targeted) funds, through a competitive process, and will be required to submit a plan outlining how it intends to improve outcomes for the struggling subgroup(s) of students.

Based on 2015 and 2016 school accountability results and draft simulations of the 2018 school accountability model, 7 percent to 43 percent of schools meeting the minimum N size would be identified as needing Targeted Support and Improvement.

Subgroup Identification	Students with Disabilities	Racial/Ethnic Minorities	Economically Disadvantaged	English Learners	Any Subgroup
Total Urgent Intervention Required	503	104	96	59	550
Percent Urgent Intervention Required	43%	8%	7%	23%	42%

Additionally, schools exhibiting persistent excessive out of school discipline--defined as approximately twice the national average<sup>24</sup>--will be considered as requiring at least Urgent Intervention. Specifically, elementary/middle schools with three consecutive years of out of school suspension rates above five percent and high schools with three consecutive years of out of school suspension rates above 20 percent will be identified.

Schools will be added to the list on an annual basis. Schools will first be identified as Urgent Intervention Required for the 2018-2019 school year. Schools that do not exit this identification status for a period of three years will be identified as needing Comprehensive Intervention.

Consequences attached to subgroup performance require two or more years of low performance, which prevents over-identification or under-identification of subgroups.

<sup>24</sup> The Center for Civil Rights Remedies at The Civil Rights Project. Nd. *Nationwide Suspension Rates at U.S. Schools (2011-12)*. Accessed at <http://www.school disciplinedata.org/ccrr/index.php>.

- ii. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Schools with low-performing subgroups of students will be identified annually using the methodology described above for “consistently underperforming” subgroups.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

To exit the Urgent Intervention Required category, schools must not have any subgroup scores that are performing at the equivalent of an “F” rating and must have an out-of-school suspension rate above the relevant standard for identification as needing Targeted Support and Improvement for two consecutive years.

#### 4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Louisiana will award a significant portion of the state’s seven percent set-aside to make competitive grants to LEAs with the strongest plans for school redesign according to the research standards entailed in ESSA. Each LEA with a school identified as needing Comprehensive Intervention will submit one plan describing the goals, strategies and monitoring processes it will use to address the challenges at all of its schools identified as needing such support.

In reviewing LEA plans in order to award school improvement funds, the LDE will prioritize those that propose to partner with a proven provider that is capable of supporting improvement in the areas identified through a comprehensive needs assessment. Already, the LDE has hosted a School Redesign Summit, attended by proven non-profit operators and support organizations from across the nation, for purposes of due diligence by LEAs in Louisiana. The LDE and BESE have also already issued a series of planning grants to LEAs in the nascent phases of partner selection and plan creation. In selecting potential partners, LEAs will be expected to ensure and codify through a multi-year agreement the alignment of goals, holistic supports to be provided, clear performance metrics to determine effectiveness, and roles of each party.



Each school identified as being in need of comprehensive support and improvement will have a point of contact at the LDE—the Regional Turnaround Support Manager (RTSM). The RTSM will manage a portfolio of LEAs to monitor for effectiveness of implementation. The RTSM will be responsible for ongoing site visits, will receive ongoing reports from the school and the LEA and will monitor the improvement of students within each school designated as in need of comprehensive support.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

In school systems with a significant number or percentage of schools identified for comprehensive or targeted support and improvement, the LDE will support school leaders in building a plan for improvement based on unique needs. That support could include, but is not limited to, completing a comprehensive needs assessment, advising on system-wide resource allocation, identifying effective support partners, and building a plan for system-wide management of the improvement plan. The needs assessment will be based on unique school system and school profiles that will disaggregate each subgroup's performance in key academic areas. The LDE will then run a competitive grant each year to support the most promising plans to support the learning of targeted student subgroups.

As school systems develop these plans, the LDE will provide focused resources for each subgroup. This will include a framework of support for each unique subgroup, a definition of excellence within that framework, key resources to support improvements in that subgroup, and recommended high quality support providers who can help districts improve that sub-group's performance. School systems will be able to, but are not required to, leverage the tools and support providers the LDE recommends as they build their plan and submit proposals for the competitive funding opportunity.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

In Louisiana, a school that is F-rated ("academically unacceptable") for four consecutive years is eligible for placement in the state's Recovery School District (RSD). This allows the LDE and BESE



to enact a diverse set of strategies for radical school improvement in the schools where conventional improvement strategies have not generated needed gains.

In New Orleans, the RSD, in partnership with the Orleans Parish School Board, has created new charter schools of choice in place of historically struggling traditional schools using one of the strongest charter school authorization practices in the country.<sup>25</sup> Tulane University's Education Research Alliance and Stanford University's Center for Research on Education Outcomes (CREDO) have published studies validating the impact of charter schools in Louisiana:

"Compared to the educational gains that charter students would have had in a traditional public school, the analysis shows on average that students in Louisiana charter schools make larger learning gains in both reading and mathematics. This amounts to 50 more days of learning in reading and 65 more days in math." -- Stanford University's Center for Research on Education Outcomes<sup>26</sup>

"The performance of New Orleans students shot upward after the reforms. In contrast, the comparison group largely continued its prior trajectory. Between 2005 and 2012, the performance gap between New Orleans and the comparison group closed and eventually reversed, indicating a positive effect of the reforms of about 0.4 standard deviations, enough to improve a typical student's performance by 15 percentage points... We are not aware of any other districts that have made such large improvements in such a short time." -- Tulane University<sup>27</sup>

As of July 1, 2018, New Orleans turnaround charter schools authorized by BESE will be placed under the charter authorization of the Orleans Parish School Board, allowing for a novel reinvention of school governance in that city, for a competition of decade-long cycle of state-led intervention, and for the lessons of New Orleans to be applied, in different ways, to varying environments experiencing similar changes.

In Baton Rouge, for example, the LDE and RSD have created the Baton Rouge Achievement Zone, a focused public-private partnership to create schools of choice as either replacements for or alternatives to persistently struggling schools. The Zone includes 14 charter schools authorized by BESE, with ongoing expansion through schools authorized at state and local levels. Partners to state and local authorized involved in the Achievement Zone include Building Excellent Schools, Celerity

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<sup>25</sup> National Alliance for Public Charter Schools (2015). "Measuring Up: A Tool for Comparing State Charter School Laws and Movements." Accessed at <http://www.publiccharters.org/get-the-facts/law-database/states/LA/>.

<sup>26</sup> Center for Research on Education Outcomes. (2013). *Charter School Performance in Louisiana*. Accessed at [https://credo.stanford.edu/documents/la\\_report\\_2013\\_7\\_26\\_2013\\_final.pdf](https://credo.stanford.edu/documents/la_report_2013_7_26_2013_final.pdf).

<sup>27</sup> Harris, D. N. (2015). *Good News for New Orleans: Early Evidence Shows Reforms Linking Student Achievement*. Education Next. Accessed at [http://educationnext.org/files/ednext\\_XV\\_4\\_harris.pdf](http://educationnext.org/files/ednext_XV_4_harris.pdf).



Schools Louisiana, Collegiate Academies, Democracy Prep, Friendship Schools, Geo Prep Academy, Idea Public Schools, Inspire Charter Schools, and Thrive Academy.

In Shreveport, the LDE and RSD have partnered with the Caddo Parish School Board to create the Transformation Next Zone, a network of the 14 lowest performing schools in the district. The Transformation Next Zone has a designated leader and an advisory board that oversees the establishment of Zone goals and monitors progress towards those goals in open, public meetings. The Zone also creates optimal and unprecedented conditions for school improvement through transparent performance objectives, high levels of principal autonomy and decision making, radical incentive pay for effective principals and teachers, and adoption of the research-based Teacher Advancement Program (TAP) model of school improvement.

Each year, the RSD will re-evaluate the state's most chronically failing schools and determine the strongest path to successful intervention in each context.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Pursuant to the requirements of ESSA, the LDE will periodically review resource allocation to support school improvement in each LEA that has a significant number of CSI and TSI schools. To the extent practicable, the LDE will address any identified inequities in resources that are having a negative impact on those schools and their students. Reviews will be conducted to examine equitable per pupil expenditures, distribution of staff, and access to high quality prekindergarten, enriching experiences, and rigorous coursework.

The LDE conducts a number of regular reviews to examine equitable resource allocation and provides related information to school leaders and the public. Pursuant to [Act 310](#) of the 2009 Regular Session of the Louisiana Legislature, the LDE annually publishes school-level information on per-pupil expenditures, a breakdown of expenditures by category (e.g. instruction, administration, transportation) and average staff salaries. The [reports](#) also provide a side-by-side comparison of LEA expenditures compared to state averages.

In order to address the equitable distribution of educators, the LDE published an educator equity [profile](#) comparing certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. This profile led to the development of an [educator equity plan](#) to guide the work of the state and LEAs in ensuring that students have equitable access to capable educators. The LDE produces annual workforce reports for use by LEAs and the



LDE network teams that includes equity gap data, and annually calculates and publicly reports equity gaps.

Through state laws enacted beginning in 2012, the LDE now has oversight over all publicly funded early childhood programs in the state and has organized them into community networks around the state that are coordinated at regional and local levels by a designated lead agency. The LDE produces and publishes [profiles](#) that illustrate both access and quality of early childhood programs within each community network. Each network receives a rating that is based 50 percent on CLASS scores and 50 percent access for at-risk four year olds. The profiles also include an indicator showing the percentage of at-risk three year olds served. The state then oversees a system of coordinated enrollment within each community network, designed to give all eligible families access to available openings. Community networks access funding, including federal preschool expansion grant funds, from each of the state's early childhood programs through a coordinated funding request. An overview of the coordinated enrollment and funding systems can be accessed [here](#).

Going forward, the LDE will also annually provide superintendents, principals, and charter school leaders with information regarding students' access to enriching experiences and rigorous coursework, including but not limited to the arts, world languages, vigorous physical activity during the school day, college-level courses, and workforce-based training leading to an industry credential. Progress in increasing access and reducing disproportionality will make up five percent of a school's performance score as measured in the state's school and district accountability system. The LDE will annually publish data on these measures as well as chronic absenteeism and out-of-school discipline. LEAs may use Title I and Title IV funds to supplement local and state funds in addressing these needs.

## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

As part the LDE's ongoing effort to strengthen the educator workforce, the SEA will use Title II funds to support the development and expansion of yearlong teaching residencies that result in



certified teachers and leaders. Funds will be used to support stipends and training for mentor teachers, support for educator preparation providers, and other costs associated with yearlong teaching and leadership residencies.

Teacher preparation programs in Louisiana play a key role in ensuring access to effective educators: over 70 percent of the teachers prepared in Louisiana go on to teach in Louisiana. Yet a [2014 survey](#) of over 6,000 teachers and administrators from teacher preparation programs across the state found that many teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed, 50 percent indicated they were not fully prepared for the realities of a classroom, 41 percent indicated they were not prepared to teach students how to read, and 42 percent indicated they were not prepared to teach students with diverse needs.

Based on extensive stakeholder engagement following that survey, including focus groups conducted across the state, the LDE identified key areas for improvement, including the expansion of a statewide effort to align teacher preparation programs with LEA needs so that Louisiana programs better prepare pre-service teachers for the partner schools' expectations, and so that the certification areas in which teachers are prepared meet rural LEA workforce needs.

The need for stronger alignment between teacher preparation and schools' expectations for teachers is evident in a number of areas, including schools' focus on using student achievement data to set learning goals and analyzing data to inform instruction and monitor progress toward those goals.

In addition to the need to align preparation to meet expectations in schools, pre-service programs are not preparing enough teachers in every content area to meet staffing needs. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs to recruit in these subject areas. Sixty-seven percent of LEA leaders report that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools, while 48 percent of preparation program faculty members say they do not get enough information about LEA staffing needs to inform recruiting and selection. In 2015-2016, out-of-field or uncertified teachers taught 20 percent of secondary math and science classes and 23 percent of special education classes in Louisiana public schools. As reported in Louisiana's Equity Plan, and as evidenced in the equity data reported in this plan, schools with high percentages of economically disadvantaged and/or minority students are more likely to be taught by uncertified or out-of-field teachers.

Principals and LEA leaders agree that stronger alignment with preparation programs will help promote a strengthened educator workforce, including more equitable access to effective educators. When asked what supports and tools would be most helpful in terms of teacher recruitment and retention, 70 percent of principals statewide identified "support in developing or building relationships with teacher preparation programs."



In response to these challenges and opportunities, in 2014 Louisiana launched the [Believe and Prepare](#) program, designed specifically to strengthen pre-service preparation by providing aspiring teachers with more time to practice through yearlong residencies under the tutelage of expert mentors, and to better meet LEA staffing needs. This program is centered on close partnerships between LEAs and preparation programs in order to improve preparation and produce more qualified candidates. Believe and Prepare includes 41 Louisiana school systems and 24 preparation providers, and has impacted 1,204 aspiring and mentor teachers and over 26,000 students statewide. Through this grant program, districts and their preparation partners have been awarded a total of \$4.89 million to prepare aspiring teachers through full-year teaching residencies, build a cadre of trained mentor teachers, and meet staffing needs in high-need areas, such as special education.

Based on the success of the [nationally recognized](#) Believe and Prepare pilots, and based on a significant body of [research](#), BESE adopted in October 2016 landmark regulations concerning the preparation of aspiring teachers. These regulations will provide teacher candidates with a full-year classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide them with the knowledge and skills needed for their first day of teaching.

The changes, backed by the Louisiana Board of Regents (BoR), were informed by two years of public discussion and input through over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. Teacher candidates admitted into programs in the 2018-2019 year will be the first cohort to experience the required yearlong residency and new competency-based curricula.

The regulations are accompanied by a plan from the LDE for financial support for school systems and preparation programs that includes immediate support through:

- \$7.3 million in transitional funding through 2019 for university administration costs, teacher resident stipends, and mentor teacher stipends and training. The source of funding will include IDEA and Title II funds, in addition to state funds.
- Funding for rural school systems and their preparation partners through the LDE's five-year, \$66.8 million Teacher Incentive Fund (TIF) grant.

Long-term funding commitments include the use of state's Title II set-aside to support stipends and training for mentor teachers.

**B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.



Yes, the SEA will use Title II funds to support the State's strategies to improve educator preparation programs but supporting the development and expansion of yearlong teaching and leader residencies.

As noted in 5.1.A, Louisiana is on a multi-year path to substantially strengthening educator preparation. This includes a statewide policy mandate for all teacher preparation programs to offer a yearlong teaching residency and competency-based design by July 2018.

The Louisiana [competencies](#) for initial teacher certification, adopted by BESE in October 2016, define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program beginning in July 2018. The competencies were developed in collaboration with content experts, elementary and secondary educators, and postsecondary education leaders. Preparation providers and their school system partners will co-construct preparation experiences that develop these competencies through quality practice experiences, including a yearlong teaching residency.

In order to solicit feedback on the teacher preparation competencies from current educators, teacher educators, and parents, the LDE partnered with Louisiana State University's Public Policy Research Lab to develop and administer a feedback survey. For each of the competencies, respondents were asked if competencies identified essential knowledge and skills for teaching all students and could be measured through performance with students and through impact on student learning.

The competencies are aligned to current expectations for students and teachers and are broadly focused on the aspiring teachers' ability to:

- Design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting;
- Communicate and collaborate with students, colleagues, families, and community members to support students' learning and development.

The competencies specifically include expectations relative to:

- Aspiring teachers' ability to serve students with special needs in a regular education setting, a priority consistently indicated by the Special Education Advisory Council;
- The need for new teachers to be culturally responsive in their teaching practice.

Subject-specific competencies were developed for content areas in which the state has adopted new standards for students or in which there has been significant development over the past several years. These areas include: Early Childhood, English/Language Arts, Mathematics, and Special Education.

To support preparation providers and their LEA partners, the LDE has organized and will continue to organize biannual Believe and Prepare community meetings. These convenings of preparation



leaders and their PK-12 partners have included sessions led by Louisiana preparation providers and by national experts in teacher preparation, including the [U.S. PREP National Center](#) and Teacher Prep Inspection-US (TPI-US). Sessions are focused on establishing strong district-preparation partnerships, and on developing competency-based teacher preparation programs that include a yearlong teaching residency. [Meeting materials](#) are publicly available.

Title II, Part A funds will be one source of funding for this ongoing program of support. Preparation providers that partner with high-need rural LEAs participating in the LDE's TIF grant will receive additional funds and a tailored program of support from the U.S. PREP National Center.

In addition to supporting teacher preparation providers and their district partners through Believe and Prepare community meetings, the LDE has piloted the [inspectorate model](#) with ten of Louisiana's 27 teacher preparation providers. The teacher preparation inspectorate model, which has been in place in the United Kingdom since 1984, focused on the preparation experience—the content of program coursework, the connections the program makes to practice, the quality of feedback candidates receive. The program inspection offers actionable feedback that providers can use to ensure all new Louisiana teachers are prepared to teach all students effectively from day one of their teaching careers.

During a program inspection, a team of four to five trained, experienced preK-12 educators and teacher educators work for three to four days to gather evidence and provide feedback on the four key aspects of the teacher preparation experience. Inspection team members consider the following guiding questions as they observe courses, candidates' and program completers' teaching, interview faculty and partner school leaders, and review existing program documentation: How well are preK-12 students learning in classes led by a program's student teachers and recent graduates? How well do programs ensure that candidates learn the content and teaching skills needed for successful practice? How much is the program learning about its own performance—and what steps are being taken to improve it? At the end of each day while on site, the team holds a team meeting to discuss the day's evidence. A program representative attends each meeting in order to offer clarifications when needed and stay fully apprised on the inspection process and findings.

At the conclusion of the inspection, the collected evidence is combined and compared to identify program performance patterns—to ensure judgments capture typical aspects of the program across multiple pieces of relevant evidence. For example, evidence gathered through an interview with the principal of a recent elementary program completer, observation of a Teaching Reading course for elementary candidates, and state reading assessment results for student of recent completers are used to reach a judgment about the program's elementary teaching methods instruction.

Upon completion of the inspection and while on site, the inspection team leader provides an oral summary of findings and follows up within a month of the on-site inspection with a brief written report.



The LDE has secured philanthropic funding commitments in order to expand this pilot to ten additional preparation providers in Louisiana. Additionally, the inspection model is under consideration as a significant component of Louisiana's accountability system for teacher preparation providers.

To continue their commitment to improving teacher quality in Louisiana, BESE and BoR have been charged with developing an accountability system for teacher preparation providers in order to provide preparation leaders with information for improvement, and potential students and employers with information regarding program quality. BESE and BoR established a committee in fall 2016. The committee consists of local and national teacher preparation and PK-12 education experts, and was facilitated by Dr. Robert C. Pianta, Dean of the Curry School of Education at the University of Virginia. After meeting throughout the 2016-2017 year, the committee has offered recommendations relative to the establishment of a multi-measure, Higher Education Act-compliant accountability and improvement system for teacher preparation providers, to be phased in over five years, starting in 2017-2018.

The proposed accountability system for teacher preparation providers includes an on-site review modeled on the inspectorate system, which has been piloted across the state, and will take into account the value-added results of teacher preparation program completers. Significant weight will be given to the extent that teacher preparation providers meet state workforce needs. Specifically, teacher preparation providers will be rewarded for placing yearlong teaching residents in rural and high-need schools, and in high-need subject areas. BESE is expected to consider related regulations in summer 2017, after several months of public discussion.

**C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

Title II funds will be used to offer differential compensation and training for mentor teachers, who play a key role in preparation and induction.



## 5.2 Support for Educators.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

**A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i. Increase student achievement consistent with the challenging State academic standards;

The LDE has a clear and concrete set of beliefs that informs all work regarding student achievement. Classroom instruction is most impacted by three components: curriculum, assessments, and teacher professional development around curriculum and assessments. Many classrooms, schools, and districts in the country treat these as separate components. The underlying theory of action at the LDE and the basis for all academic work is that these three components must be tightly aligned for maximum impact on student learning.

The LDE places particular emphasis on the importance of curriculum as it drives the day-to-day interactions between students and the disciplinary content. Recent studies show that high quality curriculum can have significant positive impacts on student achievement and the benefits are even greater for weaker teachers.<sup>28,29</sup> Following the adoption of rigorous academic standards, the LDE led the nation in conducting extensive, detailed curriculum reviews. These reviews support school systems in choosing quality, aligned curriculum. The LDE also provides training and support to school systems around both the specific curriculum reviews and strategic implementation of quality curriculum. These efforts have led to over 80 percent of systems choosing high quality curriculum in math and/or ELA.

In addition to ensuring local education agencies have access to the highest quality instructional materials, teachers, principals, and other school leaders should spend a majority of their time learning how to effectively implement those materials to ensure all students improve academically. To ensure teachers, principals, and other school leaders have access to professional learning based on high-quality curriculum, the LDE developed a [curriculum implementation scale](#). This [scale](#) identifies the levels of implementation, including setting a vision for the highest level of implementation, and includes details about the scaling of professional development that supports

<sup>28</sup> Boser, U., Chingos, M., and Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the most Bang for their Curriculum Buck. Center for American Progress. Accessed at <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>.

<sup>29</sup> Jackson, C.K., and Makarin, A. (2016). Can Online Off-The-Shelf Lessons Improve Student Outcomes? Evidence from A Field Experiment. Accessed at <http://www.nber.org/papers/w22398>.



implementation of high-quality curriculum. Principals and other school leaders use this scale to increase their awareness of their current level of curriculum implementation and identify steps for improving the implementation. The LDE has also provided a series of trainings during supervisor and principal collaborations around the use of this scale. The trainings incorporate case studies for principals and other school leaders to have examples and non-examples of quality professional development of high-quality curriculum implementation.

Assessments and data from assessments are often the driving force behind school, district, and state-level instructional decisions. The LDE recognizes the importance of having high quality, aligned assessments readily available to all teachers, schools, and school systems as well as the importance of classroom, school, and district-level assessments aligning to the quality curriculum being used daily in the classroom. It has historically been challenging to locate assessments that meet these criteria. Therefore, the LDE created an assessment system (LEAP 360) that includes quality assessment items available to all classroom teachers in the state, and diagnostic and interim assessments available to all districts in the state. These assessments, where applicable, have been aligned to the quality curriculum chosen by a large majority of school systems in the state.

As described in detail below, the LDE strategically provides professional development to school systems around quality curriculum and the quality assessment system available to teachers and school systems. In addition, the LDE supports school systems and schools in aligning their own professional development plans to ensure the system (curriculum, assessments, and professional development) is strategically coherent.

- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;

The LDE provides resources and support for more than 5,000 Teacher Leaders – approximately three teachers per school across Louisiana. Teacher Leaders, who are selected by their school and/or school system, receive monthly newsletters, participate in webinars, and attend quarterly collaboration events and the annual Teacher Leader Summit where they receive information and training on curricula and tools provided by the state. Teacher Leaders are charged with sharing what they learn at state webinars and in-person meetings and trainings with other teachers at their schools.

Teacher Leader Advisors, a subset of approximately 80 Teacher Leaders, also are engaged in reviewing instructional materials, writing interim assessment items, and leading trainings. By doing so, they plan an instrumental role in creating resources and tools to support fellow educators while also receiving rich professional development to improve their own practice.

In 2016-2017, the LDE released the professional development vendor guide to help LEAs identify organizations that can provide content-and curriculum-focused professional development to their teachers. The LDE invites those vendors to present at regional collaboration events held throughout the year and at the LDE's Teacher Leader Summit held annually in June. This helps reduce the overall cost of training for individual districts and it gives teachers, principals, and other school



leaders the chance to test out the training to ensure it appropriately fits their needs before investing in the training.

To increase the availability of high-quality professional development for teachers that is focused on content and curriculum in 2017-2018, the LDE is planning provide: 1) professional development modules focused on helping teachers implement curriculum effectively; 2) training for 300-500 local content leaders trainings who would re-deliver the content modules capitalizing on districts' pre-existing structures (professional development days, professional learning communities, etc.). These local content leaders would potentially receive a certification through the vendor to legitimize the process and make it more attractive to teachers while also incentivizing districts to send teachers to all parts of the training. The LDE would pilot this plan with TIF districts in year 1 and then expand to at least 50 percent of districts in 2018-2019.

The LDE provides educators with the Compass system, which includes processes for principal and teacher goal setting, observation and feedback. It is designed to facilitate the professional growth of principals and teachers, thus increasing the academic achievement of students. Educators reflect and act upon questions such as the following: How do we know if all students are growing academically toward meeting or surpassing a year's growth? What evidence do we have that all teachers are increasing their capacity and thus improving student learning as a result of analyzing student work and adjusting instruction to meet the needs of their students? What tells us that opportunities for strong collaboration and professional growth, in regard to content and curriculum-based strategies, are impacting student achievement?

Goal-setting among principals and teachers takes the form of Student Learning Targets (SLTs). Academic achievement goals are established for students based on their achievement history and a diagnosis of where they begin a new school year in regard to their level of mastery of essential knowledge, skills, and standards. The LDE provides teachers with goal setting templates and strong models for SLTs, the format for which has teachers determine student readiness for learning and formatively assess student progress throughout the course of the school year. Diagnostic and interim assessments for this purpose are made available by the LDE to all school systems in the state. Individual student growth, in relation to rigorous goals aligned to high quality curriculum, is the expected outcome. The LDE provides principals with data about student achievement and growth of similar schools, which allows them to plan for and implement high quality professional development focused on content and curriculum and also create growth targets for their schools.

The observation and feedback cycle is enhanced by the LDE empowering districts and schools to make decisions about implementing observation rubrics based on critical reflection of their needs. This may include but is not limited to the need for content specific pedagogy, improving goal setting and measuring progress along the way, or encouraging the development of a pipeline of leaders. By providing choice and tools and resources for support, like the Louisiana Principals' Teaching and Learning Guidebook, school systems can focus on improving quality and effectiveness.



To ensure that the process of goal setting and the observation and feedback cycle produce results, the LDE provides opportunities for principals to participate in a fellowship program designed by the National Institute for School Leadership (NISL). This is an example of intensive professional development for school leaders throughout the state who engage in learning twice each month for sixteen months, focusing on topics such as being a driver of change, a strategic thinker, a coach and mentor, and a visionary leader. The first cohort included 130 administrators from 26 districts with the second cohort including 112 administrators from 27 districts.

Another example of leadership development provided to school leaders is the ability for districts to implement TAP, The System for Teacher and Student Advancement. This system's structures for creating multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation, are proven to produce results. Currently, 40 schools representing 11 local education agencies participate in the TAP system.

- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

As previously mentioned, the LDE provides resources and support for more than 5,000 Teacher Leaders – approximately three teachers per school across Louisiana, who, in turn, disseminate those resources and support to their peers. Driven by its success, the Teacher Leader program has grown over time and will continue to expand in the future. Increasing the number of Teacher Leaders will not only mean that more teachers are receiving resources and professional development directly from the LDE, but it will also have an exponential effect given the role that each Teacher Leader plays in expanding the web of support for peers at their schools and in their districts who are not identified as Teacher Leaders.

The LDE also plans to expand the number of Teacher Leader Advisors to include those focused on creating and reviewing resources and professional development for special education, science and ELL.

Based on the successes of principals who have participated in the Principal Fellowship and schools that have excelled as a result of being part of the TAP system, the LDE plans to expand these programs.

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.



The LDE has a demonstrated commitment to identifying and providing instruction for students with different exceptionalities. Students respond to each learning task based on their level of academic readiness and personal interest, as well as their unique learning profile. The LDE's approach, under continuous refinement, is to endow teachers and leaders with skills to identify the specific strengths and needs of individual students and determine the "just right" entry point for teacher planning and instructional delivery.

The focus of the LDE's current work is in supporting educators to provide full access to the content they teach to students, with multiple pathways for making sense of that content and for demonstrating learning mastery. Specific work that the LDE is undertaking includes better supports for early and accurate identification of students with needs. This includes piloting streamlined and high quality screening instruments and providing better guidance to school systems to implement these tools. In addition, the LDE will provide improved supports for early identification of students before they arrive to kindergarten.

Instructionally, the LDE is providing curricular supports created for guidance in English language arts. The LDE has created a complete grade 3 through 12 English language arts curriculum and is currently disseminating embedded modifications for struggling readers and English language learners. These embedded modifications allow teachers to provide more meaningful and differentiated instruction to students, provides teachers the tools immediately for their classroom, and models a more integrated experience for all students, allowing faster access to on level content where appropriate. In addition, the LDE has released and will continue to deepen a host of remediation resources for educators in mathematics. This includes self-led and teacher-led instructional tools for students who are behind grade level in elementary and middle school and unique courses in high school for students who arrive significantly behind level or with unique disabilities. Through ongoing professional development for teachers and leaders and a broad and deep cache of instructional materials, teachers are better prepared to deliver research-based, scaffolded instruction. The work, which has originated in aligning standards and providing access for English language learners and students with the most pronounced exceptionalities, will ultimately serve all teachers across the instructional continuum. From the smallest adjustments such as providing hooks to inspire student interest in a topic, to deeper alterations such as planning alternative activities and differentiated learning artifacts, teachers and leaders will be equipped to champion individualized learning in the everyday classroom.

While the identification routines employed by the state are effective and continuously improving, the supports enumerated above will provide the additional benefit of prioritizing ongoing assessment for student learning. More formative checks for understanding will provide teachers and leaders with real-time data they need to assess progress and plan for making the most of individual student strengths and interests. This system for ongoing assessment turns from global categorization of students to identifying specific standards-aligned gaps in the knowledge and skills being called upon for successful mastery. In doing so, these data support teachers in identifying issues and making



decisions about that which is required for student mastery – whether additional time-on-task, teaching through multiple modalities, or remediation in fundamental content and skills.

### 5.3 Educator Equity.

Definitions. Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher	An ineffective teacher is any teacher who received a transitional student growth rating <sup>30</sup> of Ineffective or Effective: Emerging
Out-of-field teacher*+	An out-of-field teacher does not hold a license in their current teaching assignment. Teachers who work in charter schools are not included in this category because charter schools are not required to hire certified teachers.
Inexperienced teacher*+	An inexperienced teacher is any teacher in their first year of teaching in the classroom.
Low-income student	Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.
Minority student	Student who is a member of a minority race or ethnicity (African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native)

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

**B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

**C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;

<sup>30</sup> Transitional student growth data are calculated using a value-added model.



- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

This information can be accessed at <http://www.louisianabelieves.com/resources/library/closing-the-equity-gap>.

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The rates at which low-income and minority students are taught by ineffective teachers are *lower* than the rates at which non-low-income/non-minority students are taught by ineffective teachers.

- The rate at which minority students are taught by ineffective teachers is 9.44 percentage points lower than non-minority students.
- The rate at which low-income students are taught by ineffective teacher is 8.98 percentage points lower than non-low-income students.
- The rate at which minority students are taught by out-of-field teachers is 7.98 percentage points higher than non-minority students.
- The rate at which minority students are taught by inexperienced teachers is 7.66 percentage points higher than non-minority students.
- The rate at which low-income students are taught by out-of-field teachers is 5.70 percentage points higher than non-low-income students.
- The rate at which low-income students are taught by inexperienced teachers is 5.46 percentage points higher than non-low-income students.

The rates at which low-income and minority students are taught by out-of-field and less experienced teachers are attributable to recruitment and retention challenges disproportionately faced by school systems and schools that serve high percentages of these student populations. Many of these schools are in rural communities, which face significant recruitment and retention challenges. These school systems and schools are less geographically proximate to teacher preparation programs and, oftentimes, offer less competitive compensation packages than nearby, urban LEAs.

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
  - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Limited partnerships between districts and teacher preparation programs	<p>Strengthen partnerships between districts and teacher preparation programs through a grant program (Believe and Prepare) that provides funds for districts and teacher preparation programs to co-design and expand competency-based, yearlong residencies that meet LEAs' staffing needs.</p> <p>Sixteen participating rural districts will receive additional funds to support the development of residencies and to implement more competitive compensation structures through the Teacher Incentive Fund (TIF) grant.</p> <p>Establish a teacher preparation accountability system that rewards teacher preparation providers for placing residents in rural and high-need schools.</p> <p>Timeline: The Louisiana Board of Elementary and Secondary Education approved policies in the fall of 2016 that require teacher preparation programs to begin implementing yearlong residencies by <b>July 2018</b>. Funding sources: IDEA, Title II, TIF</p> <p>In summer 2017, BESE will consider proposed regulations establishing a five-year transition to a teacher preparation accountability system that rewards teacher preparation providers for placing yearlong teaching residents in rural and high-need schools.</p>



Challenges around retention for new and experienced teachers	<p>Strengthen the career ladder for teachers by establishing a mentor teacher role. This will also increase the retention of new teachers, who will be inducted into the profession by the state's experts.</p> <p>Timeline: BESE will be asked to consider policies that formalize the mentor teacher role in the 2017-2018 school year. Funding sources: IDEA, Title II, TIF</p> <p>Rural LEAs implement sustainable and competitive compensation structures that take into account performance and demand (2019) Funding sources: TIF</p>
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**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated
Low-income and minority students are taught at a higher rate by out-of-field and inexperienced teachers	2025
<b>Interim targets, including date by which target will be reached</b>	
<p>LEAs review their workforce data on an annual basis and develop plans to strengthen partnerships with teacher preparation programs and to support out-of-field teachers along the path to certification <i>Timeline: annually, beginning Spring of 2017.</i></p> <p>Teacher preparation programs adapt competency-based pre-service curriculum to:</p> <ul style="list-style-type: none"> <li>• include a year-long residency for all teacher candidates; and</li> <li>• ensure alignment with and focus on new assessments and goal setting.</li> </ul> <p><i>Timeline: Development began in the 2016-2017 academic year. Residencies will be implemented by July 2018.</i></p> <p>Align preparation curriculum to current expectations for teachers, including skills needed to use assessments and assessment data to inform instruction and accelerate student learning. This will better prepare teachers, thereby increasing retention. <i>Timeline: Development began in 2016-2017; curriculum will be fully aligned by July 2018.</i></p>	

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LEAs and preparation program partners will work together to adapt curricula to prepare pre-service teachers for the expectations of the partner LEA. This will include preparing pre-service teachers in all of the components of Compass, including the competencies described in instructional rubrics, using assessments to set goals, and analyzing data to inform instruction and monitor progress toward goals.

*Timeline: Development begins in the 2016-2017 academic year, with curriculum fully aligned by July 2018.*

Where pre-service programs are undergraduate programs, provide the necessary support and resources to ensure they include yearlong residencies in partner LEAs' schools.

*Timeline: July 2018*

BESE will enact regulations establishing an accountability system for teacher preparation providers that places significant weight on the extent that teacher preparation providers meet state workforce needs. Specifically, teacher preparation providers will be rewarded for placing yearlong teaching residents in rural and high-need schools, and for preparing teachers in high-need subject areas.

*Timeline: Regulations passed by fall 2017 and phased in over five years, with public reporting beginning after the first accountability cycle, 2018-2019 and 2019-2020*

Strengthen the role of the mentor teacher. Strong mentor teachers are essential to the success of the residency year and in many schools also provide critical support to first-year teachers, thereby improving retention of new, effective teachers and closing gaps between LEAs with respect to access to effective educators. To strengthen this component, the Department will complete the following:

- i) Codify the essential elements of the mentor role and the knowledge and skills a mentor must possess.
- ii) Support LEA/provider partnerships to identify and select more mentor teachers who have demonstrated success per Compass and who demonstrate leadership skills.
- iii) Develop a more robust approach to training mentor teachers. This will include ensuring mentor teachers are highly skilled in the use of the assessment system for goal-setting, as well as other components of Compass, and that they develop the coaching and feedback skills needed to build the knowledge and skills of new and aspiring teachers.

*Timeline: 2019*

Determine budget for, select, train and match mentor teachers to teacher residents.

Based on feedback from program participants and outcomes data, identify improvements and modifications to incorporate into the teacher preparation program, and communicate program best practices at quarterly collaborations and Believe and Prepare community meetings.



Work with rural LEAs to offer differentiated compensation to mentors and teacher residents so as to increase retention.

Timeline: Compensation plans developed, refined, and finalized in the 2016-2017 academic year. Compensation plans implemented beginning in the 2017-2018 academic year.

## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
  - *Lowest-achieving students;*
  - *English learners;*
  - *Children with disabilities;*
  - *Children and youth in foster care;*
  - *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
  - *Homeless children and youths;*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
  - *Immigrant children and youth;*
  - *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
  - *American Indian and Alaska Native students.*
- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and



Louisiana has adopted rigorous college and career ready academic content [standards](#) in prekindergarten and in elementary and secondary education. The development of these standards included educators, content experts, higher education faculty, parents, advocacy groups, and representatives of business and industry, as required by state [law](#), and were designed to prepare all Louisiana children for successful transition to post-secondary education and the workplace. Following the development of standards, the LDE developed a classroom support [toolbox](#) to assist educators in school leaders in teaching the standards and ensuring all students' mastery of them, given their individual needs. Early childhood supports can be accessed [here](#).

The State Board of Elementary and Secondary Education enacts [regulations](#) governing student promotion and placement, and the LDE annually collects and reviews each LEA's pupil progression plan. While state law provides for high-stakes promotion requirements in the fourth and eighth grades, in 2013, the state board authorized the placement of academically struggling eighth graders in a [transitional ninth grade](#) to support their remediation and progress toward either a career diploma, which in addition to state graduation requirements, also requires the attainment of a nationally recognized industry credential, or a university preparatory diploma. This decision was based on an extensive review of student data, which showed that the state's eighth grade promotion requirement was not adequately serving the needs of many struggling students, who are disproportionately economically disadvantaged or racial/ethnic minorities.

At the same time, Louisiana began full implementation of the state's [Jump Start](#) career and technical education program, designed to provide students with an opportunity to earn a high school career diploma and a nationally recognized industry based credential simultaneously. While this diploma pathway is appropriate for all students, it is serving a large percentage of students who enter high school through transitional ninth grade.

The state board temporarily suspended fourth grade high-stakes promotion requirements as public schools began to implement more rigorous college and career ready academic content standards in 2014-2015 and 2015-2016. During that time, placement decisions, based on LDE [guidance](#), have been made according to locally approved pupil progression plans, which are required to outline the evidence of student learning used to make promotion decisions. Such evidence must include, but not be limited to, performance on classroom assignments or benchmark assessments. The LDE will soon begin the process of consulting with LEAs and other stakeholders in order to recommend long-term promotion policies to the state board that will best support successful completion of high school and reduce the possibility of students dropping out of school.

In 2014, in order to better meet the needs of students with disabilities, the Louisiana Legislature passed [Act 833](#), which established alternate pathways to achieve a high school diploma. The state board also enacted regulations to ensure that students with significant cognitive disabilities have access to a high school diploma. Information about supports and graduation policies for students with disabilities can be accessed [here](#).



A full summary of state graduation requirements, diploma pathways, and school counselor resources can be accessed [here](#).

- B.** The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

A voluminous series of rankings and reports, as well as self-reported data from Louisiana school systems, indicates that some Louisiana students have struggles not only in academic endeavors traditionally measured by the state, but also in areas important for a productive and healthy life after high school. School should involve the development of interests, habits, and relationships that endure after high school, yet too often the opportunities for young people to develop in these ways are sparse.

- Elementary and middle school students in [half](#) of Louisiana’s school districts are not being exposed to or provided instruction in a second language like their peers in most other states.
- More than one-third of Louisiana eighth grade students attend a school that does not offer Algebra I. Among high schools with student bodies that are majority African-American students, approximately 25 percent do not offer chemistry, 70 percent do not offer advanced mathematics courses like calculus, 20 percent do not provide Algebra II, and 90 percent do not provide advanced science courses such as physics.
- While two-thirds of Louisiana students are classified as being economically disadvantaged, only one-third of students identified as “gifted” or “talented” are economically disadvantaged.
- A recent [study](#) revealed that Louisiana has the nation’s highest rate of adult obesity and the fourth highest rate of childhood obesity.
- A task force of Louisiana music educators and statewide arts [organizations](#) reported earlier this year vast differences in music education and performing arts offerings to elementary school students across and within school districts in our state.
- Only half of economically disadvantaged students attend a high school that offers access to dual enrollment coursework, compared with 65 percent of non-economically disadvantaged students. And out of the total population of students participating in dual enrollment, just over one-third are economically disadvantaged and even fewer are racial/ethnic minorities.
- Louisiana school systems reported that more than 61,000 students, as young as pre-K, spent time outside of school for disciplinary reasons last year. Of these students, low-income students, African-American students, and students with disabilities were disproportionately impacted.



- While 21st Century Community Learning Centers provide after-school and summer learning programs to almost 22,000 students across the state, 19 percent of Louisiana students—147,333 school age children—are on their own during the hours after school.<sup>31</sup>
- Though Louisiana ranks near the bottom among states in annual household income, fewer than half of all Louisiana high school graduates apply for financial aid to fund higher education or workforce training.
- In 2012, the U.S. Census Bureau reported that only 67.7 percent of Louisiana residents 3 years and older reside in a home with Internet access.<sup>32</sup>

The lack of fair access to advanced and enriching courses and experiences not only places Louisiana students at a disadvantage compared to their peers nationally, but also impacts their eligibility to attain Louisiana merit based [TOPS scholarship](#). Consider, for example, that of the 183 high schools that have a racial minority student population of 50 percent or higher, nearly 20 percent do not offer Algebra II, a required course for Louisiana's TOPS University Diploma and TOPS scholarships.<sup>33</sup>

Each of these challenges illuminates a larger issue: schools can have a significant influence over a wide range of interests, habits, and skills that help students thrive throughout their educational journey and are important to living a productive and healthy life, but student access to enriching experiences varies widely.

#### *Current efforts*

The State Board of Elementary and Secondary Education (BESE) and the Louisiana Legislature have taken steps to bolster state support of schools and districts pursuing increased access to critical, non-traditional coursework and experiences.

- Arts: BESE convened a task force to study elementary student exposure and access to music coursework, the [findings](#) from which are being implemented statewide. The study revealed vast differences in music education offerings across and within local school systems.
- World languages: The Legislature recently earmarked funds to support the expansion of dual language programs across the state. The Legislature also called on BESE to [study](#) the feasibility of establishing two-way dual language immersion programs and to provide greater [incentives](#) for local school systems to offer quality language immersion education to students.
- Nutrition and physical activity: Over the past several years, the legislature has enacted several laws, supported pilot programs and other supports, and elevated public attention to

<sup>31</sup> Afterschool Alliance. (2016). *Afterschool Fostering Student Success in Louisiana*. Accessed at <http://www.afterschoolalliance.org/documents/LA-afterschool-facts.pdf>.

<sup>32</sup> U.S. Census Bureau. (2012). *Reported Internet Usage for Individuals 3 Years and Older, by State*. Accessed at <http://www.census.gov/data/tables/2012/demo/computer-internet/computer-use-2012.html>.

<sup>33</sup> Louisiana Department of Education Student Transcript System. (2016). Accessed at <http://www.regents.la.gov/page/student-transcript-system>.



the availability of healthy and fresh foods and beverages at public schools and providing regular, vigorous physical activity for students during the school day.

- Student behavior and discipline: The Legislature established a 24-member [advisory council](#) to provide advice and guidance as to the use of appropriate, effective behavioral interventions and expansion of best practices. The council will meet at least three times per year to review school discipline data, study best practices, and make recommendations on more effectively addressing students' behavioral needs.
- Career education access: Louisiana developed a career education initiative, Jump Start, as well as a diverse course delivery program known as Course Choice. Using funds won through the [New Skills for Youth grant](#), Louisiana conducted an inventory of every pathway offered in every high school in the state. Further grant funding will in part go toward bolstering connections among employers, higher education, and high schools. Students with disabilities eligible to pursue a high school diploma via an alternate pathway may also select a Jump Start pathway to earn a career diploma and a recognized workforce credential. All Jump Start pathways are accessible to these students, with the student's IEP team setting alternate exit and performance criteria.
- Early college coursework: [House Concurrent Resolution 141](#) and [Senate Resolution 182](#) of the 2016 Regular Session call for BESE and the Board of Regents to design statewide systems of expanded early college access for eligible students and to report back to the legislature by February 2017.
- Increased access to technology and digital learning: In the Technology Readiness Survey most recently conducted in December of 2016, 93.4 percent the state's public schools meet the state's minimum 5:1 student-to-computer and connectivity model required for offering a reasonable level of technology-based instruction. Nearly 350 schools have begun shifting their instruction to a digitally interactive model by implementing 1:1 student-to-computer programs, and 49 school systems have adequate access to broadband Internet capacity. [Act 722](#) of 2014 urged Louisiana's state agencies, elementary and secondary school systems, and post-secondary education systems to pursue innovative, collaborative public-private partnerships to expand access to broadband Internet.
- School Culture and Discipline: Louisiana supports training for school systems in the use of positive behavior intervention supports (PBIS), which are evidence-based, proactive approaches for developing positive student behavior and a positive climate where all students in a school can achieve social, emotional and academic success.
- Afterschool programming: The LDE is partnering with the Louisiana Center for Afterschool Learning and other stakeholders to foster quality afterschool programs and data driven professional development through the use of a program quality initiative tool kit. The LDE will also emphasize middle school programs in future 21<sup>st</sup> Century Community Learning Center requests for proposals, in order to more effectively serve this high-need student population.

The LDE will support LEAs in identifying Title I and Title IV investments that can help to reduce chronic absenteeism and excessive out-of-school discipline; provide access to challenging



coursework; and increase access to enriching experiences that foster lifelong interests. The LDE has also clarified for LEAs that Title II funds can be used to support training and professional development beyond classroom teachers, including other school professionals whose work is critical to supporting unique student needs and a well-rounded education for all students.

As part of its ESSA plan, Louisiana will begin the development of an “Interests and Opportunities” indicator, designed to promote the expansion of experiences through which students develop well-rounded and enduring interests and habits. This indicator will seek to measure and evaluate, for example, the extent to which elementary and middle schools are exposing students to high quality arts and foreign language experiences. Similarly, it will seek to measure the evaluate high school’s efforts to expand access to advanced courses in both applied and academic fields. In all schools, the Interests and Opportunities index aspires to measure not only the expansion of such experiences for students but also the extent to which students of all backgrounds experience the offerings fairly. The Interests and Opportunities indicator will be developed over a period of three years. For more information, see the description of the indicator in section 4.1.D.i.

The state will also make two changes to the “strength of diploma” index of the high school accountability system as part of this plan. The attainment of a HiSET credential (formerly known as a GED), when coupled with a high-wage industry credential, will see an increase in its value within the index. Similarly, attainment of 30 college credit hours also will be rewarded more prominently in the state’s accountability system. See section 4.1.D.i for greater detail.

Newly authorized in ESSA are two distinct programs meant to increase student access to challenging courses and enriching opportunities – Direct Student Services (DSS) and Student Support and Academic Enrichment grants (SSAE). The two programs offer the flexibility to tailor investments based on the needs of their unique student populations, particularly students attending schools identified in need of comprehensive or targeted support where enriching experiences and challenging coursework are too rare today.

### **Direct Student Services**

Congress has provided the opportunity for states to target up to three percent of the state’s total Title I allotment for grants to geographically diverse local school systems, prioritizing those with greatest needs, to support students in gaining access to academic courses, credentials, and services that are not currently available at their schools. These student experiences include:

- Advanced courses such as dual enrollment coursework;
- Career and technical education courses;
- Credit recovery and academic acceleration courses that lead to a high school diploma;
- Examinations used to validate learning and earn college credit;
- High-quality academic tutoring;
- Transportation to enable students to receive instruction at another public school; and
- Post-secondary transition support.



Three percent of the state's Title I award will be set aside and distributed to LEA's using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer. When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.

The assurances that must be completed with the Title I application will include assurances specific to the Direct Student Services portion of the award, including the commitment that the LEA will provide adequate outreach to ensure that parents can exercise a meaningful choice of direct student services for their child's education and have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service. The LDE will monitor the expenditure of the funds and parent engagement as part of the annual federal monitoring process. The LDE will additionally publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.

As part of the annual planning process, Louisiana school systems will identify strengths and weaknesses within this challenge area. Local school systems will expend dollars in accordance with DSS to address weaknesses, identifying the specific courses and/or services they wish to provide based on identified student needs and articulating the manner in which they will involve parents and high-quality providers. DSS funds will support:

- A. Enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses, career and technical education coursework, and dual enrollment courses to address developmental/remedial needs;
- B. Credit recovery and academic acceleration courses that lead to a regular high school diploma;
- C. Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations;
- D. Components of a personalized learning approach, which may include high-quality academic tutoring; and



- E. Transportation to allow a student enrolled in a school identified for comprehensive intervention to transfer to another public school that has not been identified by the state as a struggling school.

### **Student Support and Academic Enrichment Grants**

All local school systems will receive the newly authorized Title IV Student Support and Academic Enrichment (SSAE) formula grants in the same proportion as to the LEA's prior year's *Title I*, Part A allocations. If the Department does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of \$10,000 as required in the law, the LEA allocations will be reduced proportionately to identify funds to ensure all LEAs will receive allocation of at least the minimum amount.

These grants will, pursuant to ESSA, support local school systems in providing all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Budgets for the SSAE grants will be added to the consolidated application for federal funds in the 2017-2018 school year (pending Congressional appropriation) and LEAs will be able to tailor investments based on the needs of their unique student populations, coordinate and integrate SSAE funded activities with other federally funded activities, and leverage these funds in combination with other dollars to improve outcomes for students. Specific allowable uses of funds include direct services to students, professional development for teachers, administrators, and other school professionals, salaries of school personnel to carry out identified programs and services, and supplemental educational resources and equipment.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- i. Incidents of bullying and harassment;
  - ii. The overuse of discipline practices that remove students from the classroom; and
  - iii. The use of aversive behavioral interventions that compromise student health and safety?
- ☒ Yes. If yes, provide a description below.
- ☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. Any such funds appropriated will be used in accordance with the law.

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.  
☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. If the decision is made to dedicate state-level funds, the state will emphasize activities that are indicated as those with the highest need through a transparent needs assessment. Any such funds appropriated will be used in accordance with the law.

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.  
☐ No.

The LDE's decision to use Title IV-Part A funding for state-level activities and the uses of those funding will remain undetermined until the level of Title IV funding is clear. If the decision is made to dedicate state-level funds, the state will emphasize activities that are indicated as those with the highest need through a transparent needs assessment. Any such funds appropriated will be used in accordance with the law.

## 6.2 Program-Specific Requirements.

### **A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

The LDE recognizes the benefits of operating Title I, Part A programs through a schoolwide program model, which provides great fiscal flexibility in targeting resources to meet the needs of schools serving the most at-risk students. Over 97 percent of Title I schools in Louisiana implement the schoolwide model.

The LDE proposes to automatically grant waivers to the 40 percent poverty threshold for any school with a poverty percent of at least thirty five percent poverty that has operated as a targeted assistance school (TAS) model for at least one year. Operating as a TAS model provides the school with experience in identifying and serving the most at-risk students to ensure that strategies and

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interventions will continue to be in place for those students that are at risk of not meeting the challenging state academic standards as required under Section 1008(b)(7)(A)(iii) of the ESSA. Louisiana currently has twenty-three schools implementing the Title I Targeted Assistance model.

If an LEA requests to serve a school with less than 40 percent poverty with a schoolwide model, the LEA will be required to submit a written request within its consolidated application to waive the 40 percent threshold. The LEA must include a description of the following:

1. How its decision to implement the schoolwide program model was derived.
2. How the school generated its Comprehensive Needs Assessment (CAN) and how the areas of need were identified.
3. How the results of the CNA will be utilized to drive how the schoolwide program will serve the needs of all students in the school, in particular the students that are most at risk of failing.

#### **B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

In Louisiana, a two-tiered system is used to identify and recruit migratory children. First, local recruiters are hired and/or contracted by the local operating agencies that have Title I, Part C sub-grants. Second, a team of two regional recruiters covers the areas of the state that do not receive Migrant Education Program sub-grants. The regional recruiters coordinate recruitment of out-of-school youth and eligible migrant students in non-funded areas of the state. A third regional recruiter is planned for 2017-2018.

The Louisiana Migrant Education Program contracted the Research Foundation of SUNY for ESCORT/SUNY to help it manage its Migrant Education Program. As part of this contract, ESCORT coordinates all aspects of state-wide Identification and Recruitment (ID&R), including training and certifying all recruiters in accordance with the Louisiana Quality Control Policies and Procedures manual.

#### Re-Certification

For each year of eligibility, recruiters must re-certify all eligible migratory children for which they have active certificates of eligibility, typically on the anniversary of their qualifying arrival date. The recruiter has a family member sign the current electronic certificate of eligibility, thus verifying



that they are still in area. If another qualifying move has occurred, a new certificate of eligibility is created.

#### Annual Counts:

Only students who meet the Migrant Education Program eligibility guidelines are counted, using several mathematical checks that ensure children are within the eligible age range and have a documented residency during the period. Louisiana's Migrant Education Program student database (MERIL2) calculates fields of LQM3 (last qualifying move date plus three years), twenty-second birth date (birth date plus twenty-two years), and third birth date (birth date plus three years). Children are not counted unless they have one or more of the following: valid qualifying move date, new residency date, or enrollment date (residency enrollment for non-attendees or a school enrollment for attendees) during the period in question.

MERIL2 assures that students are counted only once per child count category by assigning each child a student sequence number. If a child has multiple school history lines that fit the funding criteria, MERIL2 only counts the student sequence number once.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

Louisiana's Migrant Education Program assesses the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through the following methods.

1. **Tri-annual update of the state's major Comprehensive Needs Assessment (CNA).** This process is coordinated by a steering committee, consisting of major stakeholders, including state and local Migrant Education Program staff, and parents. Data are gathered from various sources (government agencies, research studies, and local needs assessments) in order to further illustrate the concerns. From the concerns and the supporting data, objectives for the program are developed for each age/grade group of children and youth: pre-K age, grades K-5, grades 6-8, grades 9-12, and Out-of-School Youth. The objectives are also designed to fall into the Seven Areas of Concern developed by the U.S. Department of Education Office of Migrant Education. The objectives are considered the measurable program objectives for the program. They are time limited, specific, and annually measurable. It is important to note that some of the objectives may be directed toward implementation and others toward outcomes.
2. **Annual evaluation of each sub-grantee.** Data collected during these evaluations is used to both measure the effectiveness of local migrant programs and to inform the CNA process.
3. **Independent evaluation of State's Migrant Education Program.** An independent evaluation is completed before beginning of CNA update process.



4. **Student needs assessment.** A needs assessment is completed for every eligible migratory student to determine priority of service ranking of each student. Risk factors assessed include:
  - a. Educational interruption
  - b. Score on state-administered assessment;
  - c. Grades in core courses;
  - d. Progression to graduation;
  - e. K-3 reading diagnostic;
  - f. Retention history;
  - g. Home stability;
  - h. Special needs; and/or
  - i. Lack of early childhood education.
- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Below are the methods Louisiana uses to ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school are met:

1. **Service delivery Plan:** The foundational document for provision of services to all eligible migratory children is the state's Service Delivery Plan. The Service Delivery Plan outlines strategies to meet the needs documented through the Comprehensive Needs Assessment update process;
2. **Sub-granting process:** Any traditional or charter LEA in Louisiana who has a sufficient number of migrant children during funding period receive to generate a minimum of \$ 25,000 are eligible to receive a sub-grant. As part of the sub-granting process, funded districts must sign assurances that it will provide services to eligible migrant students in accordance with the Service Delivery Plan and priority of need.
3. **Program Evaluation:** A yearly evaluation is completed for each sub-grantee that has had a Migrant Education Program for a minimum of one year. Provision and effectiveness of services (as measured by measurable performance objectives), is a component of this evaluation.
4. **Non-funded districts:** Traditional and charter LEAs with a migrant eligible child population generating less than \$25,000 are placed in a consortium, with cumulative funding going to a designated fiscal agent. As the recipient of the funds, the fiscal agent signs assurance that it will coordinate services to eligible migrant students in consortium districts, including services funded through other sources such as Title I - Part A and Title III.



5. **Out-of-school Youth:** Louisiana uses a need assessment process uniquely designed to assess the needs of its out-of-school migratory youth and to categorize the youth as either a drop-out (have attended and dropped out of U.S. high schools) or as “here-to-work.” Depending upon the needs identified, services are coordinated through the either through the LEA in which the youth resides or through the sub-grantee charged with coordinating “here-to-work” out-of-school youth services.
  6. **Preschool Children:** Home/School liaisons in local operating agencies provide a variety of services to preschool migratory students and their families including provision of early-childhood learning resources, assistance in registering for early childhood programs, in-home support, and referral to health and community services.
  7. **Sub-grantee monitoring:** Louisiana monitors its sub-grantees on a three-year cycle and includes evaluation of districts compliance with provision of services in accordance with the Service Delivery Plan and priority of need.
- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The Louisiana Migrant Education Program maintains student data (including for Prekindergarten and OSY) in its Migrant Education Records in Louisiana (MERIL) database. Local data specialists are provided training each year on protocols used for activating local operating agency’s procedures for transfer of school records when a migrant child changes schools or district within Louisiana.

In addition, the Migrant Student Information Exchange (MSIX) national database is used to research students’ consolidated records from both within Louisiana and in other states. Extracts are uploaded nightly from the MERIL database to the MSIX server. MSIX has a notification feature that enables communication with other states about the movement of students; the LDE is able to notify others when a student arrives to or leaves one school system (either intra- or interstate). In addition, notifications are received from other states, which enhance the ability to recruit and enroll students in a timely fashion.

- v. Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.

The following educational areas of concern were used as the organizing framework for the Louisiana Migrant Education Program’s current CNA:



- Educational Continuity;
- Instructional Time;
- School engagement;
- English Language Development;
- Educational support in home;
- Health; and
- Access to services.

Analysis of each area of concern showed the following to be the primary unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school:

1. Low English language proficiency: Data shows that 53 percent of migratory children are identified as English learners (ELs), an increase of 34 percent since 2007. Over 36 percent of these scored at the beginning or low intermediate level in English language proficiency on the state language proficiency assessment;
  2. Migrant students scored 12 percent and 8 percent percentage points lower than their non-migrant counterparts on English Language Arts and Mathematics state assessments respectively;
  3. Migrant students, including preschool aged, are more apt to limited access to technology and educational materials needed to support in-home learning and academic progress;
  4. Many migrant parents (especially non-English dominant) reported having limited understanding of graduation requirements; and
  5. Out-of-school youth are under-identified and those identified receive limited services.
- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

#### Literacy

1. 50 percent of the students participating in a migrant-funded literacy-development intervention during the regular school year will improve their performance on state ELA assessments administered during that same year.
2. 10 percent of migrant students without a previous score on a state ELA assessment who participate in a migrant-funded literacy-development intervention for at least 50 percent of the regular school year will score proficient or above on the state ELA assessments administered during that same year.
3. 50 percent of Limited English Proficient migrant students who participate in a migrant-funded English proficiency development intervention during the regular school year will increase their English proficiency level as measured by norm-based proficiency assessment.
4. 50 percent of migrant students who participate in a migrant-funded ELA-focused summer educational program for at least 90 percent of the programs' duration will improve.

5. 80 percent of migrant parents who participate in a migrant-sponsored or co-sponsored parental involvement activity will report being more engaged in their child's academic progress.
6. The achievement gap between migrant students and regular education students on state ELA assessments will decrease.

#### Numeracy

1. 50 percent of the students who participate in a migrant-funded numeracy intervention during the regular school year will improve their performance on state numeracy assessments administered during that same year.
2. 10 percent of migrant students without a previous score on a numeracy state-assessment who participate in a migrant-funded intervention for at least 50 percent of the regular school year will score proficient or above on the state assessments administered during that same year.
3. 50 percent of migrant students who participate in a migrant-funded numeracy-targeted summer educational program for at least 90 percent of the programs' duration will improve.
4. 80 percent of migrant parents who participate in a migrant-sponsored parental involvement activity will report being more engaged in their child's academic progress.
5. The achievement gap between migrant students and regular education students on state mathematics assessments will decrease.

#### School Readiness

1. 50 percent of migrant families with children 0-5 years of age will receive resources to help the children develop school-readiness skills before entering for Pre-K.
2. 100 percent of parents with 3-5 year-old migrant students will receive assistance in registering their children in pre-k programs.
3. 80 percent of migrant parents who participated in migrant-sponsored parental involvement activity will report being more knowledgeable about early-childhood resources.

#### Graduation and Career Readiness

1. 50 percent of migrant students in grades 9-12 with demonstrated academic risk factor who participate in a migrant-funded intervention will see academic improvement.
2. 50 percent of migrants students entering 12<sup>th</sup> grade during reporting year who have participated in a migrant-funded intervention program over the course of two regular school years will graduate.
3. 80 percent of migrant parents who participated in migrant-sponsored parental involvement activity will report being more engaged in their child's' academic success and more knowledgeable about graduation requirements and college and career readiness programs.
4. 50 percent of identified OSY report receiving information regarding educational services and career options.



### Statewide Strategies

1. Comprehensive approach for the planning delivery of services based upon on-going cycle plan of plan, implement, and evaluate;
  2. Completion of needs assessment on eligible migrant children to plan service delivery;
  3. Priority given to students who are failing, or most at risk of failing and who have experience an educational interruption due to migratory lifestyle;
  4. Effective implementation *Quality Control Policies and Procedures Manual*;
  5. Implementation of strategies outlined in current Service Delivery Plan;
  6. Centralization of ID&R, including recruiter training and evaluation;
  7. Targeted approach to recruiting and serving OSY and drop-outs;
  8. Strong parental involvement plan, including a Parental Advisory Committee to provide families with information and resources to help them support the academic success of their migratory children; and
  9. Strong collaborative relationship with other programs such as Title I, IDEA, and Title III.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The Louisiana Migrant Education Program has contracted Research Foundation of SUNY for ESCORT/SUNY to help it manage its Migrant Education Program. As part of this contract ESCORT will help ensure consultation with parents of migratory children by:

- A. Providing technical assistance to local programs to help increase parental attendance and participation on local and state migrant parent advisory councils and to ensure that:
    - i. Applicable local programs hold a minimum of three migrant parent advisory councils meetings per year; and
    - ii. Each local migrant parent advisory council designates at least one representative to serve on the State migrant parent advisory councils.
  - B. Coordinating activities of state migrants parent advisory council, including strategies to increase parental attendance and participation on the state migrant parent advisory council, including planning of annual meeting(s); and
  - C. Strategies to involve parents in the design, implementation, and evaluation of Migrant Education Program services, including updates of the Comprehensive Needs Assessment and Service Delivery Plan.
- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:



1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

To meet the unique educational needs of migratory children, the Louisiana Migrant Education Program will focus on the following priorities in the use of its Title I, Part C funds:

- Timely and effective identification and recruitment of all eligible migratory students in the state;
- Timely identification of migratory students who are a priority for service;
- Strong parental involvement and support programs, including family literacy resources for parents who have limited academic achievement levels;
- Planning and carrying out processes for effective identification of migratory students who have dropped out of school and implementation of service delivery systems to address their unmet educational needs;
- Planning and carrying out early childhood programs to meet unmet educational needs of preschool migratory children; and
- Planning and carrying out high-quality and comprehensive educational programs and services that address the unique educational needs of migratory students to ensure they have opportunities to meet the same challenging state academic standards that all children are expected to meet.

Below is the needs assessment completed for every eligible migrant student to determine level of priority. To be considered “Priority for Service,” a student must meet criterion #1 and have a least one risk factor checked under criterion #2.

Migrant Student Priority for Service Criteria	
Criterion # 1 – Migratory children who have:	
1.	Made a qualifying move within previous 1-year period of based on current qualifying arrival date; or
2.	Have dropped out of school
Criterion #2 – Migratory children who are failing, or at most risk of failing, to meet the State’s challenging State academic content standards and challenging state student academic achievement standards.	
1.	Migrant students not scoring at level considered proficient or passing on state-administered assessment; or
2.	Limited English Proficient migrant students with a demonstrated language proficiency level below advanced in any domain; or
3.	Migrant students who have D or F in a course; or
4.	Migrant students not on track to graduate; or

5. Migrant student below grade level on K-3 reading diagnostic; or
6. Pre-K migrant student scoring below proficient on a school-readiness evaluation; or
7. Migrant students who are overage for grade or who have been retained; or
8. Migrant students with an Individual Education Plan (IEP), or
9. Migrant students who are experiencing homelessness; or
10. Migrant out-of-school youth who are recovery youth; or
11. Migrant child 0-5 years of age who has not been enrolled in early childhood program

To ensure timely identification of migratory children with priority for service:

- a. The needs assessment should be completed within two weeks of the student entering a Migrant Education Program;
- b. Existing needs assessment should be reviewed at the end of each grading period throughout school year to determine if there are any changes in risk-factors.

Local programs have immediate access to the priority ranking of the eligible migratory students in its area through reports available in MERIL. Reports are also available to track services provided to students.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.
- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

The goals of the SEA's Title I, Part D plan are to:

- Improve educational services to children in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state content standards and challenging state student academic achievement standards that all children in the state will be expected to meet;
- Provide such children and youth the services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school and providing dropouts and youth returning from institutions with a support system to ensure their continued education.

The LDE will accomplish these goals by assuring that state and local agencies fulfill the following requirements.



State and Local Agencies will:

- Submit an annual count of eligible students to Louisiana Department of Education in December of each year;
- Submit program applications for approval to Louisiana Department of Education in June with the Consolidated Plan;
- Use multiple appropriate measures of student progress;
- Submit an annual Consolidated State Performance Report (CSPR) to the Louisiana Department of Education capturing student progress results;
- Use evaluation results to plan and improve subsequent programs

SEA requirements:

- A state agency is eligible for assistance if it responsible for providing a free education for children and youth in an institution for neglected and delinquent children; attending community day programs for neglected and delinquent children and youth; in adult correctional institutions
- The state agency will concentrate on providing participants with the knowledge and skills needed to successfully transition to secondary school completion, vocational or technical training, further education or employment.
- The state agency must use at least 15 but not more than 30 percent of its annual allocation to support transitional services that support (1) projects that facilitate transition of children and youth from state operated institutions to schools served by the LEAs, or (2) successful reentry of youth offenders, who have received a secondary school diploma or its equivalent, into postsecondary education, or vocational and technical training programs, through strategies to expose the youth to those various programs and training.
- Provide the opportunity for students to meet the same challenging state content standards and student academic achievement standards that all children in the state will be expected to meet
- A state agency must use its federal allocation to supplement, not supplant, its state or local education funding.

LEA requirements:

- Local agencies should design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education.
- Services to students at risk of dropping out of school will not have a negative impact on meeting the transitional and academic needs of students returning from correctional facilities.
- Provide support programs that encourage student dropouts to re-enter school when released from correctional facility or provide skills to gain employment, or seek a high school diploma or equivalent.
- Provide opportunity for students to meet the same challenging state content standards while in correctional facility.
- Promote programs that use technology to assist in coordinating educational programs between the correctional facility and home school.



- Encourage correctional facilities, if appropriate; to work with local businesses to develop training and curriculum-based youth entrepreneurship education and mentoring programs.

The state and local agencies will track the number of youth who are enrolled in school, enrolled in HiSET preparation classes, enrolled in a post-secondary program, and entering the workforce and earning a wage. The LDE may monitor through an on-site visit or desk audit, on an alternating basis, the state agencies and LEAs with neglected and delinquent facilities for compliance. Technical assistance concerning program guidelines, allowable expenditures, and data collection will be provided through a program coordinator or designated staff.

ESSA also provides an opportunity for Louisiana to reconsider the way it measures and reports on the performance of alternative schools that serve traditionally disadvantaged student populations with unique needs. Quality alternative education can provide students who are struggling or who have left their traditional school an opportunity to achieve in a new learning environment. The LDE will convene a study group of key external stakeholders representing local school systems, student and family advocacy organizations, student behavior and discipline experts, and juvenile justice stakeholders during spring 2017 in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools. The study group will meet monthly from March 2017 through July 2017 and will have three primary objectives: 1) develop a recommended state action plan, in the form of policy recommendations to the LDE and BESE, to define effective alternative education and accountability measures for correctional facilities and locally operated programs, 2) assist the LDE in the ongoing identification of support services and programs available to correctional facility schools, students, teachers, and families; and 3) assist in the development of partnerships and alliances with key stakeholders to enhance and expand the effectiveness of correctional facilities and locally operated programs.

The study group will also provide input and recommendations by August 1, 2017, regarding processes and procedures to support the offering of quality programs at state Office of Juvenile Justice (OJJ) schools as well as the transition of students both to and from these programs.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.



The LDE will administer a new English language proficiency assessment in 2017-2018 based on the state's English proficiency standards, referred to as the Louisiana Connectors for English language learners. Protocols for the new assessment will include statewide implementation of standardized entrance and exit procedures.

A Home Language Use Survey is the first step in the entrance procedure; it is used to identify potential ELs at the time of their initial enrollment in school. The second step is to administer the English Language Proficiency Screener to determine an initial English proficiency level, confirm eligibility for enrollment in a specialized language program, and inform initial placement. The English language proficiency screener and language proficiency assessments are part of the Louisiana Connectors for English Language Learners. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

The Louisiana Connectors for English Language Learners, to which the English language proficiency assessments align, describe these higher expectations by integrating language development with appropriate academic content matter. The screening assessment developed from the same item bank as the summative assessment for each of the six grade bands helps schools assess the baseline English language proficiency of incoming ELs and inform placement and instructional decisions.

Since Louisiana will administer a new English Language Proficiency assessment, exit criteria have not been established. However, the exit criteria will be standardized, will be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes, and will not include performance on an academic content assessment. Refer to section 1.C. for more information about supports for English learners.

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The LDE utilizes Title IV, Part B funds to support sub-recipients in the creation of 21st century community learning centers that:

- Provide opportunities for academic enrichment to particularly students who attend high poverty and low-performing schools, to meet the challenging state academic standards;
- Offer students a broad array of additional services, programs, and activities; and
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education.



Title IV, Part B funds are used to:

- Establish and implement a rigorous peer review process for subgrant applications;
- Award funds to eligible entities;
- Monitor and evaluate programs and activities;
- Support capacity building, training, and technical assistance;
- Conduct a comprehensive evaluation of the effectiveness of programs and activities;
- Provide training and technical assistance to eligible entities that are applicants for or recipients of awards;
- Ensure that any eligible entity that receives an award from the state aligns the activities provided by the program with the challenging state academic standards;
- Ensure that any such eligible entity identifies and partners with external organizations, if available, in the community; and
- Work with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.

Louisiana currently has 38 sub-recipients that serve approximately 15,000 students. In addition to providing academic support in the areas of math, literacy and science that are aligned to the state academic standards, 21<sup>st</sup> Century Community Learning Centers programs also provide high quality afterschool programming in areas such as STEM, youth development, art, music, dance, theatre, entrepreneurial education, video/media services, service learning, and character education. The majority of Louisiana's sub-recipients serve all students, including English learners and children with disabilities.

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

#### *Competitive Process Background*

Louisiana awards Title IV, Part B (21<sup>st</sup> Century Community Learning Center) funds to eligible entities through a competitive grant process. Eligible entities include local educational agencies, community-based organizations, faith based organizations, other public or private entities, or a consortium of such agencies. The competitive process must adhere to Louisiana procurement law which considers 21<sup>st</sup> CCLC programs as social services that must be contracted. In Louisiana, social services are defined as "work by a person, firm, corporation, governmental body or governmental entity in furtherance of the general welfare of the citizens of Louisiana." As a result of the state definition, projects can only receive up to three years of funding. Louisiana's 21<sup>st</sup> CCLC program will have a minimum grant award of \$50,000 as stated in Section 4204(d)(h) and a maximum award of \$800,000.



### *Priority for Awards*

The RFP grants priority status to proposals based on those outlined in Section 4203(a)(3), which states, “*State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.*” Furthermore, priority is also given to those that propose a program focusing on Science, Technology, Engineering, Arts and Math (STEAM) and those that target “D” and “F” rated schools.

### *Peer Review Process*

Section 4202(c)(B) requires the establishment and implementation of a rigorous peer review process for subgrant applications. The 21<sup>st</sup> CCLC Request for Proposal includes an evaluation rubric that peer reviewers utilize to read, rate and score the proposals. The technical review of applications consists of three parts — the application screening, the individual review and the funding review. The application screening process involves an overview of each application to determine its adherence to RFP selection criteria and guidelines. The individual review involves external reviewers (with expertise in 21<sup>st</sup> CCLC, afterschool, extended learning, youth development and mentoring, etc.) who read and assign points to applications. The peer reviewers have diverse expertise, represent educational and non-educational entities, and represent equitable gender, ethnic, and geographic diversity. The final funding review is conducted by LDE prior to determination of final awards. Final approval is granted by BESE. Applicants that wish to appeal a grant award decision or disqualification must adhere to La. R.S. 39:1671 and submit the proper documentation to the Louisiana Office of State Procurement.

Noting that Louisiana is unique in its treatment of 21<sup>st</sup> CCLC proposals as social services and its use of the procurement system to make awards, the LDE engaged stakeholders to gauge their interest in possibly requesting a change to this requirement. While they acknowledged that some aspects of the system do present occasional challenges, stakeholders indicated that they value it because of its consistency and fairness. As a result of those discussions, no changes to the process will be pursued at this time. Stakeholders did, however, offer recommendations on targeting programs and funding toward critical needs, particularly in middle schools, and more effectively evaluating programs for positive outcomes.

### **F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The LDE Federal Programs and Statewide Monitoring Divisions will approve the Rural and Low-Income LEA grants and monitor recipients to ensure that 100 percent of the grant implement activities are allowed under the applicable program regulations by spring 2018.



The specific measurable program objectives and outcomes for each participating LEA related to the Rural and Low-Income School program will be driven by each LEA's plan for educating its students, as well as requirements (as applicable) of Louisiana's school and LEA accountability system.

**G. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The LDE requires that all LEAs identify and assess the needs of homeless children and youth in the state, using the Louisiana Referral Form and the Louisiana Residency Questionnaire. These are completed and the student data is transferred from the Referral and Residency forms to the LDE's Student Information System (SIS) in real time. Using the referral form, LEA contacts, known as "homeless liaisons," then update student counts and input additional data about such students into the LDE's Homeless Tracking System (HTS) in addition to SIS. Reports are pulled from SIS regularly for the tracking of students from all LEAs and charters in the state. The LDE is required to report the data collected and found in SIS and HTS to the USDOE annually. These reports include the number of homeless children and youth identified in the state, the nature and extent of the problems homeless children and youth encounter in gaining access to public preschool programs and public schools, and the difficulties in identifying special needs and barriers to participation, achievement, and progress made by the LDE and LEAs in addressing the problems facing homeless children and youth. Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

In compliance with the McKinney-Vento Act, homeless children and youth are identified and tracked through the system described above. These students are ensured enrollment in public or charter schools in Louisiana, have access to and receive educational services for which they are eligible, including services through Head Start programs, early interventions under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by LEAs. Homeless families, children, and youth in Louisiana also receive referrals to health, dental, mental health, substance abuse, housing, and other appropriate services. Parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless students is made by disseminating such information in various locations, such as schools, shelters, public libraries, and soup kitchens, in a manner and form accessible to parents and guardians.

Additionally, the Louisiana Education of Homeless Children and Youths (LA-EHCY) Program, which is a competitive sub-grant, was awarded to 30 LEAs in the 2014-2015 academic year. The new cohort of sub-grantees will begin in the 2017-2018 academic year. This program provides additional funding for LEAs to support their homeless student population, and as such, sub-grantees are required to complete an annual evaluation of the homeless program, attend trainings on student



homelessness and provide a record of attendance, and collaborate with local community groups and other state agencies, such as the Continuum of Care (CoC) Program, Louisiana Department of Children and Family Services (DCFS), the U.S. Department of Housing and Urban Development (HUD).

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The LA-EHCY program and LEAs provide training activities to principals, attendance officers, teachers, enrollment personnel, and pupil services personnel to heighten the awareness concerning the specific needs of runaway and homeless youth. This is done through a variety of brochures, posters, documents, workshops, and PowerPoint presentations at scheduled trainings and conferences along with other collaborative efforts. When training local liaisons, state coordinators direct them to the National Center for Homeless Education's Local Homeless Liaison Toolkit, brochures, posters, live and taped trainings and the LDE's toll free homeless hotline number. Posters and family brochures designed to convey information in an easily understood format are distributed for placement in locations such as schools, shelters, public libraries, and places that serve free meals, to educate the public about the educational rights of homeless children and youth. Training of local liaisons will continue to include strategies for the identification of homeless children and youths and potential approaches to conducting needs assessments using the National Center for Homeless Education's Evaluation toolkits.

The LA-EHCY program requires grant applicants to describe procedures that will be implemented to ensure that all school personnel are sensitive to the needs of homeless children and youths, including the special needs of runaway students. At conferences, workshops, and training sessions, the LA-EHCY presents information about runaway students and offers strategies for working effectively with those students. The LA-EHCY program administrators work closely with local liaisons who are in contact with local shelters that serve the special needs of runaway and homeless youths in Louisiana.

The LA-EHCY also coordinates with other federal program divisions within the LDE to ensure that homeless children receive all services for which they are eligible (i.e. Early Head Start, Head Start, English Language Acquisition, Literacy Programs, Migrant, Nutrition Services, Publicly Funded Day Care Programs, Parenting, Preschool Services, Special Education, and Transportation).

The LDE's [website](#) includes materials and statistics regarding homeless children and youth as well as contacts of homeless liaisons throughout the state who serve as child advocates for homeless



children, youths, and runaway youths.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The establishment of effective mechanisms for complaint resolution was one of the earliest priorities for LA-EHCY. The LA-EHCY has provided LEAs with training regarding the provisions of the McKinney-Vento Act. Starting in 1990, considerable coordination began between the LDE's legal services division and the Office of Child Welfare and Attendance related to disputes concerning the education of homeless children and youths.

The LA-EHCY operates a homeless hotline number that serves to provide immediate response to questions and complaints regarding the education of homeless children and youths. Posters, brochures, workshops, and conferences are used to advertise this toll-free telephone number. These materials are disseminated statewide to homeless service providers, school districts, and school campuses. The LDE's [website](#) offers additional information. Homeless parents or unaccompanied homeless youths who wish to appeal a school or district's decision related to the identification, enrollment, placement or provision of services for homeless students may engage in the homeless dispute resolution process.

The LA-EHCY implemented procedures to resolve disputes when mediation fails. These procedures were approved by BESE and exist in state regulations in Bulletin 741, Section 341. All districts in the state of Louisiana use the same dispute process to ensure consistency across the state in the event that students move across district lines. Most of the activities regarding complaint resolution are ongoing. Future activities will involve further dissemination of the homeless hotline number and training Louisiana's educators and support staff about the laws and policies regarding the education of homeless children and youths. Through conferences, workshops, training of local homeless liaisons, and education of service providers, homeless parents, students, and advocates will become increasingly proficient at resolving disputes without the intervention of the LA-EHCY as specified by ESSA.

- If a dispute arises over school selection or enrollment, the child/youth must be immediately enrolled to the school in which the parent or unaccompanied homeless youth is seeking enrollment, pending resolution of the dispute (five days). Enrollment must continue in the school until the dispute and appeals are resolved at all levels (local, state, national) when necessary. The student must be provided with all services to which McKinney-Vento eligible students are entitled (e.g. transportation, Title I services, free meals).
- The parent/guardian/unaccompanied youth must be provided with a written explanation of the LEA's decision on the dispute, including the right to appeal further.
- The parent/guardian/unaccompanied youth must be referred to the homeless liaison for assistance with the appeal process, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute.

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- Training of local liaisons to enforce the dispute resolution process will continue by the state coordinator. It is the responsibility of the local liaison to educate others, carry out the dispute resolution process, and advocate for unaccompanied youths in this process. Local liaisons should maintain a record of all complaints.
- The state coordinator will receive a copy of all dispute resolutions from LEAs and maintain a “complaint log” for possible intervention. If a dispute reaches the state level, the standard procedures for a dispute appeal will be followed. The SEA will provide written notice of its position and inform the parent/guardian/unaccompanied youth of the right to appeal further.

iv. Describe the SEA’s procedures to ensure that the youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

While homeless youths are identified using Louisiana’s uniform homeless identification procedure, greater outreach to homeless youths, especially those separated from the public schools is needed. This can be inferred from the significant decrease in students identified as homeless from elementary to secondary schools in the last count estimate. Access to before and after-school care programs was identified as a great need, especially for those students living in shelters with few resources. LA-EHCY is networking with the Continuum of Care for the Homeless and other state agencies to raise their awareness to the need for programs to help house and counsel our older homeless youths. There is very little housing assistance for youths statewide.

Current resources include tutoring and outreach services by some LEA subgrantees to shelters that service runaway teens and abused teens. The homeless hotline number is disseminated statewide to assist parents, school personnel, state agencies, and community partners. The LA-EHCY collaborates at the LDE with Title I, Part D - Neglected and Delinquent coordinator that works with juvenile correctional facilities to help provide information and technical assistance on transitional services for youths upon their exiting the juvenile system. The LA-EHCY continues to work with the LDE’s federal programs: Title I, Part A, including foster care and parental involvement; Title II, Part A – Teacher Quality; Title III – English Learners; Title VI, Part A – Rural Education; and Migrant Education - to ensure that the consolidated application includes appropriate references to homeless students. Information related to this new requirement will be included in Louisiana’s McKinney-Vento Liaison training efforts.

LEAs are expected to review a student’s prior school to calculate, award and receive partial credits, as well as make necessary adjustments to a student’s schedule to permit students to complete courses started elsewhere and participate in credit recovery opportunities. Louisiana does not currently have a specific, uniform procedure in place to ensure that all McKinney-Vento students, including those who have been out of school, can receive appropriate credit for full or partial coursework



satisfactorily completed while attending a prior school.

LA-EHCY will continue to work with other state and federal programs within the agency to evaluate existing state laws regarding partial credit and credit retrieval and to develop guidance for LEAs with language that reflects an increase in current practices and incorporate new requirements for separated youths to ensure that homeless children and youths separated from public schools are identified and afforded equal access to appropriate secondary education and support services. This work will include identifying and removing barriers that prevent youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies.

v. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

The state coordinator, in collaboration with the Early Childhood Education Office ensures that LEAs, the LDE staff, and other entities are provided with trainings on Louisiana homeless identification procedures, McKinney-Vento requirements, current resources, and information from national legislation or meetings regarding policies for all public preschool programs. The state coordinator collaborates with Louisiana's Early Steps Program, Infants and Toddlers – IDEA, Part C, and IDEA, Part B to ensure that homeless children with special needs also have access to all programs throughout the state. Other collaborative opportunities with Head Start, LA 4 and Title I preschool programs ensure access by eligible three and four-year old homeless students.

LEAs, through collaborative efforts, ensure that homeless students have access to preschool programs if they qualify for these programs. Supplemental services to homeless students in preschool program with funds from the McKinney-Vento Act are allowed, provided the use of such funds facilitate the enrollment, retention, and educational success. Homeless preschool children data and the availability of preschool programs have been disseminated at workshops, conferences, and through special training. Through the LA-EHCY participation in Louisiana's Early Childhood Collaboratives, Early Childhood Education, Head Start and Early Head Start Directors have been made aware of the need to include homeless children in their programs, in developing a working relationship with local homeless liaisons, and in matriculating preschoolers in homeless situations with appropriate access to Head Start and other Early Childhood Education programs.

2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

Before-and after-school care programs for homeless students through subgrant programs, collaborations with other LEA entities which have included programs funded through federal Title I funds as well as through the McKinney-Vento Homeless Act are established. The LA-EHCY



continues to recommend local education agencies in the submission of proposals for federal and state resources that might be used to fund programs for homeless children and youths in accordance with provisions of the McKinney-Vento/Homeless Act. The LA-EHCY does this by providing information about available federal and state resources in school districts. The LA-EHCY recommends LEAs participating in McKinney-Vento funded projects to provide before-school, after-school, extended day, and/or summer programs for homeless children and youths. The LA-EHCY also recommends LEAs participating in McKinney-Vento funded projects to provide homeless students access to before-school, after-school, extended day, and/or summer programs that are available in the LEA, but otherwise difficult for homeless students to participate in.

Several subgrantees provide in-class tutoring during the school day as well as provide services to at-risk students that are at risk of dropping out of school. LEAs follow-up on academic activities of homeless students and allow for increase in the participation in programs that strengthen academic success. Title I set asides provide funding which increases these additional academic programs.

3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

The LA-EHCY, in cooperation with the Louisiana Director of School Lunch/Child Nutrition Programs, develops and disseminates guidelines to schools and homeless service providers that ensure that homeless children and youths have proper access to school meals. Information about the Summer Nutrition Programs is disseminated to all shelters. In collaboration with the Food and Nutrition Section the LA-EHCY ensures homeless liaisons and school personnel are provided with current food and nutrition guidelines so that homeless students participate in Federal, State, or local nutrition programs.

The activities regarding homeless children and school nutrition programs are ongoing. Future activities will involve continual dissemination of school lunch/nutrition program guidelines and various outreach efforts to educate homeless service providers and educators about homeless children and school nutrition programs.

State level identification of resources, including information shared at U.S. Department of Education State Coordinator's Meeting in Washington, D. C. and recent information shared via the homeless education listserv is summarized and disseminated to local homeless liaisons and other entities via newsletter articles, website updates, and training sessions.

The LA-EHCY collaborates with community partners to learn about other programs that might meet the nutritional needs of homeless students and their families. The LA-EHCY coordinates efforts to distribute materials donated by the Feed the Children Foundation annually to two LEAs to serve a regional area.



vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Problems with respect to the education of homeless children and youths, including problems caused by transportation issues and enrollment delays that are caused by immunization requirements; residency requirements; lack of birth certificates; school records or other documentation; or guardianship issues; and uniform or dress code requirements have been addressed by the LA-EHCY through training and continuous outreach to homeless liaisons with a variety of materials and documents. These materials have included letters from the Director of Federal Programs that address school enrollment issues; brochures with information covering strategies to approach these problems in educating homeless children and youths; points of contact and Network Leaders that help ensure that homeless children and youths enroll, attend, and succeed in school.

BESE state regulations (Bulletin 741, Section 341) incorporate the McKinney-Vento language that address immediate enrollment, immunizations, guardianship issues, transportation policies, school of origin language, dispute resolution and nutrition assistance policies.

The materials that have been disseminated by the LA-EHCY includes information regarding a toll-free hotline operated by the LDE to assist with barriers that homeless children and youths encounter. The hotline number also serves as a state and national referral service for homeless issues.

The LA-EHCY conducts training sessions throughout the state to inform educators, school district employees, parents, homeless advocates, service providers, social workers, and other interested parties of various strategies in addressing the problems in educating homeless children and youths. These training sessions include a discussion of prior school records, immunizations and screening, residency, transportation; guardianship requirements; and or uniform or dress code requirements. In addition to preparing and disseminating materials, the LA-EHCY continually reviews the policies of (BESE) that relate to the enrollment and placement of homeless children and youths to ensure that these policies comply with the federal and state laws regarding the education and enrollment of homeless students.

All LEAs participating in McKinney-Vento funded projects for homeless children and youths ensure that activities are conducted to inform LEA personnel (specifically, attendance officers, secretaries, at-risk coordinators, counselors, and principals) of requirements and best practices related to the enrollment and identification of homeless children and youths. The LA-EHCY continues its ongoing activities to address these issues in accordance with previous reauthorization. The LA-EHCY updates previously developed documents and develop new ones to address changes in the law.

The LA-EHCY continues to seek input from homeless parents, students, advocates, shelter directors, and other service providers to identify new and/or continuing issues concerning enrollment delays, and actively works with LEAs to develop reasonable solutions to enrollment-related problems.

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School uniforms for homeless children and youths are provided by several sources such as: Title I, Part A, McKinney-Vento, state general funds, civic and church groups, and other local donations. Efforts to facilitate enrollment when immunizations may cause delays have been addressed through collaborative efforts with the Louisiana Department of Health and Hospitals and BESE regulations.

Subgrantees are required to submit information regarding the review and revision of local policies in their annual evaluation report as well as their signed assurances. In addition to preparing and disseminating materials, the LA-EHCY continually reviews the regulations of BESE that relate to the enrollment and placement of homeless children and youths to ensure that these policies comply with the federal and state laws regarding the education and enrollment of homeless students. All LEAs are recommended to set aside funding and required to design a plan to enroll and serve homeless children and youths as part of assurances to implement McKinney-Vento requirements.

vii. Describe how youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homes Children and Youths program.

Two Louisiana laws, enacted through Act 704 (2010) and Act 643 (2014), set forth expectations regarding the purpose and components of a student Individual Graduation Plan for all students enrolled in Louisiana public schools. By the end of the eighth grade, every student, working with the school counselor or IEP team (when applicable) must develop an Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall postsecondary transition plan.

By the end of the tenth grade, each student's Individual Graduation Plan will be updated to include the recommended sequence of courses for successful completion of his/her chosen pathways, leading either to a university preparatory diploma or a career diploma that requires the attainment of a state-approved industry-based certificate. This updated Individual Graduation Plan will be based on the student's academic record, talents and interests and shall outline high school graduation requirements relevant to the student's chosen postsecondary goals. Each student, with the assistance of the school counselor, will be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her postsecondary goals. Each student's Individual Graduation Plan will continue to be reviewed annually and updated or revised as needed.

Students selecting the university pathway will continue to pursue core academic credits that mirror the college preparatory core curriculum. Having completed all core course credits, students may graduate from high school early, or pursue Advanced Placement®, International Baccalaureate®, CLEP®, or dual enrollment credits.

Students pursuing a career and technical education pathway may earn basic or advanced credentials in statewide or regional career areas or equivalent credentials earned through dual enrollment coursework (Certificates of Applied Sciences, Certificates of Technical Studies, or Technical



Diplomas). Students graduating with a Career Diploma will be required to attain state approved Jump Start (career and technical education) statewide or regional credentials.

The LDE will continue to ensure that ongoing training and outreach to school counselors include guidance and support relative to meeting the unique needs of homeless students in completing the Individual Graduation Plan.

With regard to financial aid, Louisiana recently enacted regulations guaranteeing students with access to support in applying for federal financial aid to support their post-secondary education. Most Louisiana high school graduates are eligible for some form of state or federal financial aid – either merit-based or need-based. Louisiana requires, pursuant to state board regulations, public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. Complete the FAFSA; or
2. Complete the application for state-based aid; or
3. Submit a waiver request.
  - a. A parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA (sample: non-participation LEA form/Letter); or
  - b. Receive a waiver through a local school system hardship waiver process.

The LDE will continue to train and support school counselors in ensuring that the unique needs of homeless students are addressed as they carry out these expectations. This includes guidance provided by the U.S. Department of Education regarding the ability of homeless students to complete and submit the FAFSA.

### Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Each of Louisiana's LEAs applies for ESEA/ESSA federal funds through the agency's Consolidated Application process. As a part of the application process, each LEA is asked to verify a list of general assurances, as well as individual program assurances. The provisions in Section 427 of GEPA are a part of the general assurances that LEAs agree to when applying for federal funds. In addition, ensuring equitable access to and participation in federally funded programs for students, teachers and other program beneficiaries with special needs are a part of our statewide monitoring protocols. If during the review a barrier to access is identified, the LEAs is required to submit a corrective action plan to remove the barrier and provide evidence that the corrective actions are being implemented. Lastly, Louisiana has a complaint procedure in place that provides program beneficiaries an avenue to report any concerns relative to having equal access to federally assisted program provisions.



## APPENDIX TABLE OF CONTENTS

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## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

#### Reading/Language Arts: Percent Mastery or Above

Subgroups	Reading/ Language Arts: Baseline (2016)	Reading/ Language Arts: Interim Goal (2018)	Reading/ Language Arts: Interim Goal (2022)	Reading/ Language Arts: Long-term Goal (2025)	Reading/ Language Arts: Avg. Annual % Gain
All students	41	46	56	63.5	2.5
Economically disadvantaged students	33	39.8	53.3	63.5	3.4
Children with disabilities	12	23.4	46.3	63.5	5.7
English learners	15	25.8	47.3	63.5	5.4
White	53	55.3	60.0	63.5	1.2
Black or African American	28	35.9	51.7	63.5	3.9
Hispanic/ Latino	38	43.7	55.0	63.5	2.8
Homeless (reporting begins 2017-2018)	25	33.6	50.7	63.5	4.3
Military-affiliated (reporting begins 2017-2018)				63.5	

#### Mathematics: Percent Mastery or Above

Subgroups	Mathematics: Baseline (2016)	Mathematics: Interim Goal (2018)	Mathematics: Interim Goal (2022)	Mathematics: Long-term Goal (2025)	Mathematics: Avg. Annual % Gain
All students	34	39	49	56.5	2.5
Economically disadvantaged students	27	34	47	56.5	3.4
Children with disabilities	12	23	46	56.5	5.7
English learners	20	31	52	56.5	5.4
White	47	49	54	56.5	1.2
Black or African American	21	29	45	56.5	3.9
Hispanic/ Latino	33	39	50	56.5	2.8
Homeless (reporting to begin in 2017-2018)	19	28	45	56.5	4.3
Military-affiliated (reporting begins 2017-2018)				56.5	



## B. Graduation Rates

Subgroup	Baseline (2014-15) (A = 75%)	Interim Goal: 2018	Interim Goal: 2022	Long-term Goal: 2025 (A = 90%)	Avg. Annual % Gain
All students	77.5	80.3	85.8	90	1.4
Economically disadvantaged students	70.8	75.1	83.6	90	2.1
Children with disabilities	44.3	54.5	74.8	90	5.1
English learners	50.2	59.0	76.7	90	4.4
White	82.7	84.3	87.6	90	0.8
Black or African American	71.4	75.5	83.8	90	2.1
Hispanic/Latino	74.9	78.3	85.0	90	1.7
Homeless (reporting to begin in 2017-2018)	59.8	66.5	79.9	90	3.4
Military-affiliated (reporting to begin in 2017-2018)	TBD			90	

## C. English Language Proficiency

Because Louisiana recently finalized its English language proficiency standards, and because the aligned exam will be administered for the first time in 2017-2018, progress towards English language proficiency will be included in school and district accountability beginning in 2018-2019. After an initial baseline year of results is available, Louisiana will work with stakeholders, accountability commission, and BESE to establish ambitious long-term goals.

## APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".*

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by and inexperienced teacher	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	31.41%	-8.98%	40.99%	5.7%	22.76%	5.46%
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	40.39%		35.29%		17.30%	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	31.48%	-9.43%	44.00%	7.98%	25.22%	7.66%
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	40.91%		36.02%		17.56%	

If the SEA has defined other optional key terms, it must complete the table below.

**Not Applicable.**

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	



## APPENDIX C: EDUCATOR EQUITY EXTENSION

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

**Not Applicable**

### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	


If the SEA has defined other optional key terms, it must complete the table below.

**Not Applicable.**

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b>	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b>	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b>	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	



## APPENDIX D: MONITORING REPORT CARD

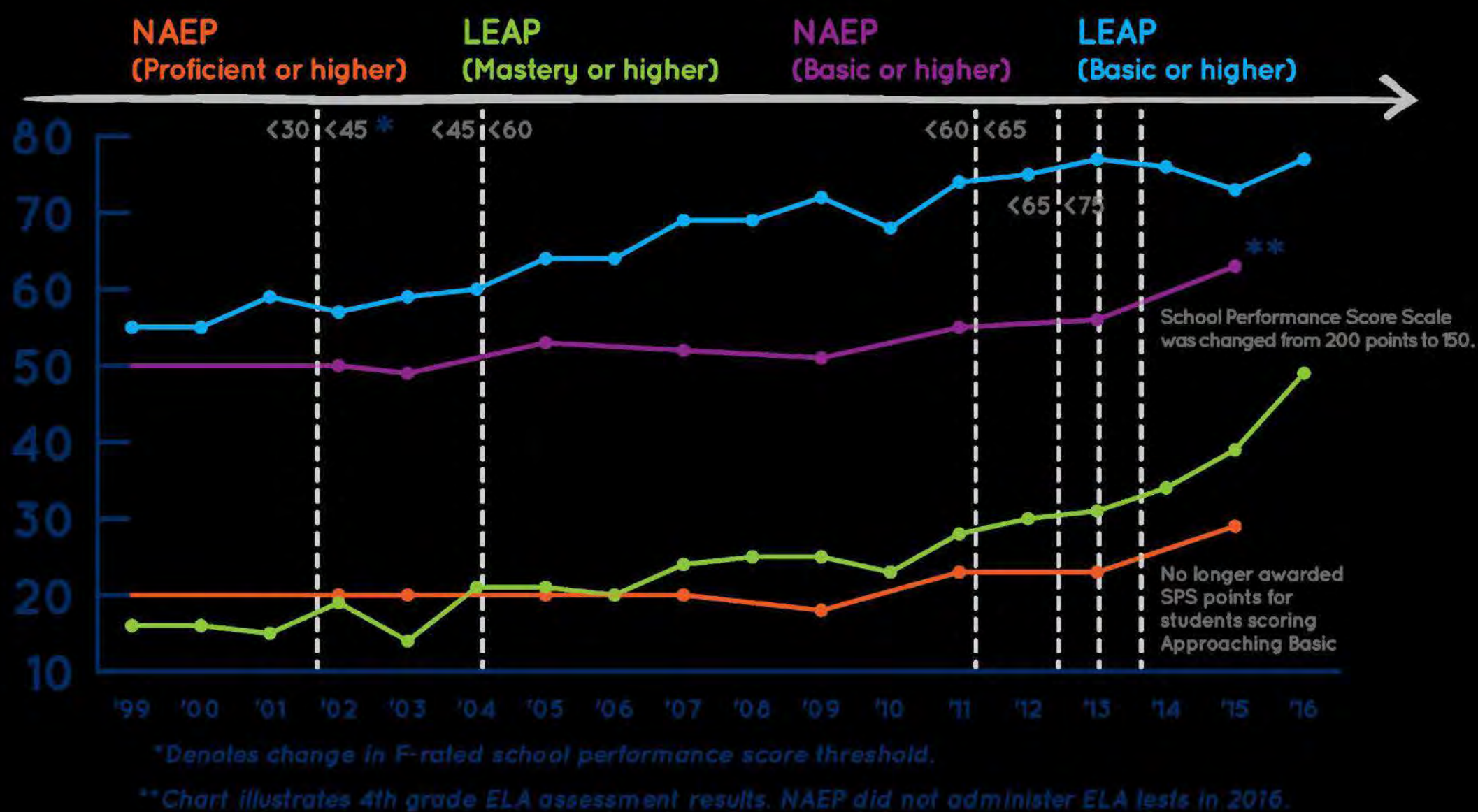
		<div style="text-align: right; font-size: 2em; color: red; font-weight: bold;">SAMPLE</div>					
Division of Statewide Monitoring – ESSA Monitoring Rubric SY2016-2017							
LEA NAME:				Site Code:			
Monitoring Risk Indicators		Point Value					Assigned Points
RISK 1 – Academic Achievement - Local Education Agency Letter Grades							
<p><b>Letter grades (A-F)</b> show the quality of school performance based on student achievement data. For <b>elementary schools (K-6)</b>, 100% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies. For <b>middle schools (7-8)</b>, 95% of the grade is based on student achievement on annual assessments with the final 5% based on credits earned through 9th grade. For <b>high schools (9-12)</b>, half of the grade is based on student achievement (25% ACT and 25% EOC) and half is based on graduation [25% graduation index rewards AP and IBC exam credit and 25% cohort graduation rate]. Schools may also earn points for significant improvement with students who are academically behind.</p>							
LEA Letter Grade		Point Value	2014-15 Actual				
Grade A or B		15	C				10
Grade C		10					
Grade D		5					
Grade F		0					
RISK 2 – Statewide Assessment Proficiency - English Language Arts							
<p><b>Measurement:</b> Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.</p>							
Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 9 to 50	4	65.2%	70	63.9%	62	8	2
Quartile 3 = 1 to 8	2						
Quartile 2 = 0 to -5	0						
Quartile 1 = -6 to -60	0						
RISK 3 – Statewide Assessment Proficiency - Mathematics							
<p><b>Measurement:</b> Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.</p>							
Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 12 to 66	4	65.4%	76	58.7%	68	8	2
Quartile 3 = 2 to 11	2						
Quartile 2 = 1 to -5	0						
Quartile 1 = -6 to -57	0						

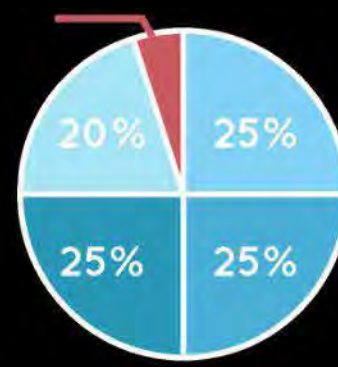
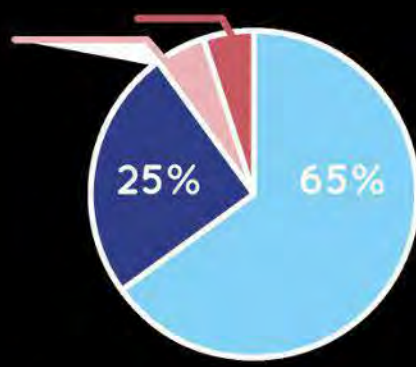
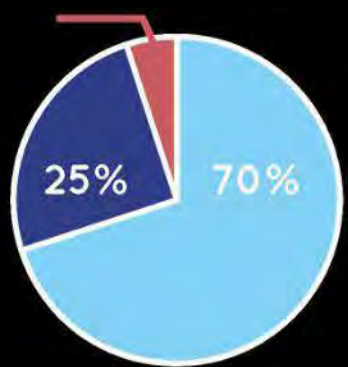
Risk 4- Program Compliance					
<b>Measurement:</b> Two factors are weighted in the Program Compliance category: (1) Findings in Title I and Title II programs from single audits and fiscal monitoring reports during 2013-2014 and 2014-2015; and (2) Findings from ESSA program compliance reviews for 2014-2015 and 2015-2016.					
Findings of Program Non-compliance	Point Value	2014-2015 Actual			
No program findings	3	2			2
1 - 2 findings of non-compliance	2				
3 - 4 findings of non-compliance	1				
5 or more findings of non-compliance	0				
LEA Total Points					16
Low Risk - (19-26 points)	<input type="checkbox"/>		Quartile Descriptors		ML
Moderate Low Risk - (15-18 points)	<input checked="" type="checkbox"/>				
Moderate High Risk - (9-14 points)	<input type="checkbox"/>		Q4 = Significant Growth	Q2 = No Change, Decline	
High Risk (0-8 points)	<input type="checkbox"/>		Q3 = Growth	Q1 = Significant Decline	











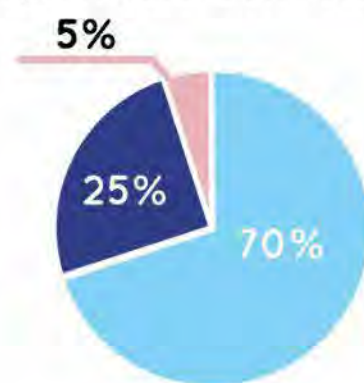


### Elementary Schools



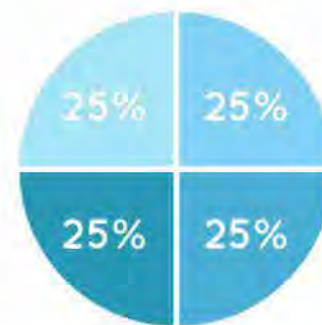
- Assessment Index (including Progress to English Language Proficiency)
- Growth Index

### Elementary/Middle Schools (with Grade 8)



- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Dropout Credit Accumulation Index

### High Schools



- Assessment Index: EOC Status & Growth (including Progress to English Language Proficiency)
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate



Division of Statewide Monitoring – ESSA Monitoring Rubric SY2016-2017

LEA NAME:

Site Code:

Monitoring Risk Indicators

Point Value

Assign  
Point

**RISK 1 – Academic Achievement - Local Education Agency Letter Grades**

**Letter grades** (A-F) show the quality of school performance based on student achievement data. For **elementary schools (K-6)**, 100% of the grade is based on student achievement on annual assessments in ELA, Math, Science and Social Studies. For **middle schools (7-8)**, 95% of the grade is based on student achievement on annual assessments with the final 5% based on credits earned through 9th grade. For **high schools (9-12)**, half of the grade is based on student achievement (25% ACT and 25% EOC) and half is based on graduation [25% graduation index rewards AP and IBC exam credit and 25% cohort graduation rate]. Schools may also earn points for significant improvement with students who are academically behind.

LEA Letter Grade	Point Value	2014-15 Actual	
Grade A or B	15	C	10
Grade C	10		
Grade D	5		
Grade F	0		

**RISK 2 – Statewide Assessment Proficiency - English Language Arts**

**Measurement:** Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.

Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 9 to 50	4	65.2%	70	63.9%	62	8	2
Quartile 3 = 1 to 8	2						
Quartile 2 = 0 to -5	0						
Quartile 1 = -6 to -60	0						

**RISK 3 – Statewide Assessment Proficiency - Mathematics**

**Measurement:** Two consecutive years of statewide assessment data are compared to determine the percent of change in assessment proficiency for the economically disadvantaged subgroup in all tested grades. Cut scores are established using actual assessment results. Ranges are defined by dividing data sets into quartiles. The difference in percentile change for the LEA is then calculated and applied to determine the percentage of growth or decline. Growth falling into Q3 and Q4 are eligible to earn points during monitoring selection. A decline or significant decline in performance for a Q1 or Q2 ranking results in no points earned.

Cut Scores - Economically Disadvantaged Students All Tested Grades		2013-2014 Actual	Percentile	2014-2015 Actual	Percentile	Percentile Change	
Quartile 4 = 12 to 66	4	65.4%	76	58.7%	68	8	2
Quartile 3 = 2 to 11	2						
Quartile 2 = 1 to -5	0						
Quartile 1 = -6 to -57	0						



## Risk 4- Program Compliance

**Measurement:** Two factors are weighted in the Program Compliance category:

- (1) Findings in Title I and Title II programs from single audits and fiscal monitoring reports during 2013-2014 and 2014-2015; and
- (2) Findings from ESSA program compliance reviews for 2014-2015 and 2015-2016.

Findings of Program Non-compliance	Point Value	2014-2015 Actual			
No program findings	3	2			2
1 - 2 findings of non-compliance	2				
3 - 4 findings of non-compliance	1				
5 or more findings of non-compliance	0				
LEA Total Points					16
Low Risk - (19-26 points)	<input type="checkbox"/>		Quartile Descriptors		MI
Moderate Low Risk - (15-18 points)	<input checked="" type="checkbox"/>				
Moderate High Risk - (9-14 points)	<input type="checkbox"/>		Q4 = Significant Growth	Q2 = No Change, Decline	
High Risk (0-8 points)	<input type="checkbox"/>		Q3 = Growth	Q1 = Significant Decline	

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

Page 3178 of 3780

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act



Withheld pursuant to exemption

ED-17-0091 and 17-0092-I-003179

(b)(5)



of the Freedom of Information and Privacy Act

Page 3180 of 3780

Withheld pursuant to exemption

(b)(5)

ED-17-0091 and 17-0092-1-003180

## Buchesky, Stanley

---

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 01:17PM local time  
**Start:** Friday, April 07, 2017 1:17 PM  
**End:** Friday, April 07, 2017 2:39 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

### ITINERARY

AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5443 Depart: DCA - Washington on Fri 7 Apr 2017 at 01:17PM Arrive: HPN - Westchester County on Fri 7 Apr 2017 at 02:39PM Booking Code: M Traveler Information: STAN BUCHESKY - Coach - 1F Check in at <https://www.aa.com> within 24 hours of departure.

This appointment works with calendar applications that support an iCal format.

Flight details are subject to change and will not be reflected in your calendar appointment.

Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

#### Helpful links:

Check in on aa.com - <https://www.aa.com/checkin>

Baggage policies - <https://www.aa.com/baggageinfo>

Flight status - <https://www.aa.com/travelInformation/flights/status>

Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

## Buchesky, Stanley

---

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 01:17PM local time  
**Start:** Friday, April 07, 2017 1:17 PM  
**End:** Friday, April 07, 2017 2:39 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA OPERATED BY PSA AIRLINES AS AMERICAN EAGLE Flight 5443

d\plain\f0Depart: DCA - Washington on Fri 7 Apr 2017 at 01:17PM

d\plain\f0Arrive: HPN - Westchester County on Fri 7 Apr 2017 at 02:39PM

d\plain\f0Booking Code: M

d\plain\f0Traveler Information: STAN BUCHESKY - Coach - 1F

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

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d\plain\f0This appointment works with calendar applications that support an iCal

format.

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d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

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d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

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## Buchesky, Stanley

---

**Subject:** New Appointment

**Start:** Friday, April 07, 2017 12:00 PM

**End:** Friday, April 07, 2017 1:15 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Young, Patrick**

---

**Subject:** (b)(6) Interview  
**Location:** phone  
**Start:** Thursday, April 06, 2017 10:00 AM  
**End:** Thursday, April 06, 2017 10:30 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Young, Patrick

**Young, Patrick**

---

**Subject:** (b)(6)

**Start:** Friday, April 07, 2017 12:00 AM  
**End:** Monday, April 17, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Young, Patrick

**Subject:** FW: Meet with Hope Street Group Teachers  
**Location:** National Library of Education

**Start:** Monday, April 10, 2017 2:00 PM  
**End:** Monday, April 10, 2017 3:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Cohen-Boyer, Gillian  
**Required Attendees:** Ruddock, Neil; Doolittle, Charles; Kelly, Patrick; Beth, Brittany  
**Optional Attendees:** Ceja, Beatriz; Rodriguez, Celeste; Barney, Amanda; Cadet, Jean-Paul; Murphy, Hoang; McArdle, Sophia; Stratman, Karen; Ross, Chareese; McCullough, Carney; Weisman, Annmarie; McCormick, Christopher; Franklin, Sedika; Robinson, Vicki; Searles, Patricia; Davis, Lakesha; Howerton, Mia; Kessler, Harry; Melendez, Margarita; York, Beatriz; Miller, Christine; Stewart, Tyra; Edwards, Louis; Barber, Kristina; Browning, Andrea; Wilson, Richard; Bookman, Adam; Jackson, Helen; Richardson, Venitia; Anderson, Margo; Allen, Trent; Connolly, Kristin; Hannestad, Katie; Tesoriero, Vanessa; Ofodile-Carruthers, Nkemjika; Schneider, Diana; Ryan, Sam; McKinney, Jessica; Woodall, Casandra; Budman, Molly; Peters, Kristina; Callins, Corrinne; Nordahl, Nicholas; Hill, Glinda; Stokes-Beverley, Christine; Caudillo, Emmanuel; Miller, Rebecca; Rudder, Janine; Allen, Sarah; KyserPegram, Carlette; Ramsey, Taylor; Nguyen-Lam, Kimoanh; Frost, Frances; Trettin, Sara; Cunningham, Phavy; Rashid, Tahira; Steenen, Paul; Morgan, Warren; Smith, Charm; Toussaint, Monique; Flowers, Jamon; Zimmermann, Jacquelyn; Rowe, Kyonne (Kyonne.Rowe@ed.gov)

Please join the Educator Engagement Team in welcoming National Teaching Fellows from the Hope Street Group. The group is in town to announce the results of their follow up work on [On Deck: Preparing the Next Generation of Teachers](#), a report presenting the views of over 2000 active classroom teacher on ways they believe tomorrow's teachers need to be prepared to ensure they are ready to work in classrooms.

This past year, several of the original authors have been working with higher education institutions as well as their schools and districts to improve preparation and induction process. This is an opportunity to hear what they've learned from that work and to learn about new resources they are releasing to augment the original On Deck report.



**Cox-Roush, Deborah**

---

**Subject:** Meeting with Deborah Winters re: succession

**Location:** Deborah's office of TBD

**Start:** Friday, April 07, 2017 10:00 AM

**End:** Friday, April 07, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Cox-Roush, Deborah

**Required Attendees:** Winters, Deborah

**Reynolds, Cody**

---

**Subject:** Memorandum Conference Call  
**Location:** Conference Call  
  
**Start:** Friday, April 07, 2017 4:00 PM  
**End:** Friday, April 07, 2017 4:30 PM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Reynolds, Cody  
**Required Attendees:** McFadden, Elizabeth; Buchesky, Stanley; Sasser, Tracey; Ham, Holly

Good Afternoon All,

The dial in information for the conference call can be found below:

(b)(6)

Participant

I look forward to speaking with you all soon!

-Cody

**Cox-Roush, Deborah**

---

**Subject:** Josh Call with Heather Whitaker  
**Location:** Josh to initiate call.  
  
**Start:** Thursday, April 13, 2017 4:30 PM  
**End:** Thursday, April 13, 2017 5:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

**Jones, Amy**

---

**Start:** Thursday, April 27, 2017 3:00 PM

**End:** Thursday, April 27, 2017 5:00 PM

**Recurrence:** Daily

**Recurrence Pattern:** every weekday from 3:00 PM to 5:00 PM

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** ALJ

**Start:** Thursday, April 27, 2017 3:00 PM

**End:** Thursday, April 27, 2017 5:00 PM

**Recurrence:** Daily

**Recurrence Pattern:** every weekday from 3:00 PM to 5:00 PM

**Meeting Status:** No response required

**Organizer:** Jones, Amy



**Ruddock, Neil**

---

**Subject:**

**Location:**

(b)(6)

**Start:**

Wednesday, April 12, 2017 6:00 PM

**End:**

Wednesday, April 12, 2017 7:30 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Jones, Amy**

---

**Subject:** Lunch Appointment

**Start:** Monday, May 01, 2017 11:30 AM

**End:** Monday, May 01, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Jones, Amy**

---

**Subject:** Lunch Appointment

**Start:** Friday, April 28, 2017 11:30 AM

**End:** Friday, April 28, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Cox-Roush, Deborah**

---

**Subject:** (b)(6)

**Start:** Friday, April 14, 2017 1:30 PM

**End:** Friday, April 14, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:**

(b)(6)

**Start:**

Monday, April 17, 2017 8:00 AM

**End:**

Monday, April 17, 2017 10:30 AM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Cox-Roush, Deborah



**Buchesky, Stanley**

---

**Subject:** Kevin Celisca

**Start:** Monday, April 17, 2017 2:00 PM

**End:** Monday, April 17, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Cox-Roush, Deborah**

---

**Subject:** Motorpool to White House  
**Location:** EEOB  
  
**Start:** Wednesday, April 12, 2017 1:15 PM  
**End:** Wednesday, April 12, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** Toner, Jana

**Ruddock, Neil**

---

**Subject:** Ethics Training

**Start:** Wednesday, April 12, 2017 1:00 PM

**End:** Wednesday, April 12, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Cox-Roush, Deborah**

---

**Subject:** Debbie Cox  
**Location:** Call in office  
  
**Start:** Friday, April 14, 2017 10:00 AM  
**End:** Friday, April 14, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

**Buchesky, Stanley**

---

**Subject:** Wray

**Start:** Monday, April 17, 2017 9:00 AM

**End:** Monday, April 17, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** Raffi BergGrin

**Start:** Wednesday, April 19, 2017 1:00 PM

**End:** Wednesday, April 19, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Barclay, Valarie**

---

**Subject:**

(b)(5)

**Location:**

(b)(6)

**Start:**

Thursday, April 13, 2017 2:30 PM

**End:**

Thursday, April 13, 2017 3:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Accepted

**Organizer:**

Barclay, Valarie

**Required Attendees:**

Toner, Jana; Cox-Roush, Deborah; Cuffee-Graves,  
Cassandra; Green, Bianca; Carter, Denise; Clemmens, Jim;  
Sasser, Tracey

**Toner, Jana**

---

**Subject:** Vacancies Act  
**Location:** 7c105  
  
**Start:** Tuesday, April 18, 2017 9:30 AM  
**End:** Tuesday, April 18, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Sasser, Tracey; Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Conference call

**Start:** Friday, April 21, 2017 2:30 PM

**End:** Friday, April 21, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Chester, LaVerne**

---

**Subject:** Check-in on process for LEE Fellows  
**Location:** Your office

**Start:** Tuesday, April 18, 2017 2:00 PM  
**End:** Tuesday, April 18, 2017 2:15 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Chester, LaVerne  
**Required Attendees:** Buchesky, Stanley

Stanley,  
I would like to have a short meeting with you to facilitate the approval/disapproval of LEE fellows.  
Thanks  
LaVerne



Siry, Melissa

---

**Subject:** Cross-OESE State Plan Meeting

**Location:** TBD

**Start:** Tuesday, April 25, 2017 11:00 AM

**End:** Tuesday, April 25, 2017 11:30 AM

**Recurrence:** Weekly

**Recurrence Pattern:** every Tuesday from 11:00 AM to 11:30 AM

**Meeting Status:** Accepted

**Organizer:** Siry, Melissa

**Required Attendees:** Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Ramsey, Tara; Kincheloe, Monika; Lyles, Sylvia; Coplin, Julie; Randall, Valerie; Dickard, Norris; Didlo, Amie; Rowan, Maria; Williams, Bryan; Cantrell, David

**Optional Attendees:** Esquith, David; Ramirez, Lisa

Telephone Number: (b)(6) Leader Code: (b)(6) Participant Code: (b)(6)

---

**Sent:** Tuesday, December 12, 2017 11:07 AM  
**To:** Briggs, Ashley; Dickard, Norris; Siry, Melissa; Stern, Jacob; Ramsey, Tara; Coplin, Julie; Rowan, Maria; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Forrester, Tiffany; Myers, Shauna; Brickman, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Kincheloe, Monika; Lyles, Sylvia; Randall, Valerie; Didlo, Amie; Williams, Bryan; Cantrell, David  
**Cc:** Esquith, David; Ramirez, Lisa; Georgia, Michelle

Telephone Number: (b)(6) Leader Code: (b)(6) Participant Code:  
(b)(6)

---

**Sent:** Tuesday, December 12, 2017 11:07 AM  
**To:** Ramsey, Tara; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Stern, Jacob; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Kincheloe, Monika; Lyles, Sylvia; Coplin, Julie; Randall, Valerie; Dickard, Norris; Didlo, Amie; Rowan, Maria; Williams, Bryan; Cantrell, David  
**Cc:** Esquith, David; Ramirez, Lisa

Telephone Number  Leader Code  Participant Code:

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**From:**

**Sent:** Tuesday, December 12, 2017 11:07 AM

**To:** Dickard, Norris; Siry, Melissa; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; OESE.OSS.InternalCalendar; Myers, Earl; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Kincheloe, Monika; Lyles, Sylvia; Randall, Valerie; Didlo, Amie; Williams, Bryan; Cantrell, David; Stern, Jacob; Ramsey, Tara; Coplin, Julie; Rowan, Maria

**Cc:** Esquith, David; Ramirez, Lisa

Siry, Melissa

---

**Subject:** Cross-OESE State Plan Meeting

**Start:** Thursday, May 04, 2017 3:00 PM

**End:** Thursday, May 04, 2017 3:30 PM

**Recurrence:** Weekly

**Recurrence Pattern:** every Thursday from 3:00 PM to 3:30 PM

**Meeting Status:** Accepted

**Organizer:** Siry, Melissa

**Required Attendees:** Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; Myers, Earl; Stern, Jacob; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; WDCFB6-3C100; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Ramsey, Tara; Kincheloe, Monika; Lyles, Sylvia; Coplin, Julie; Randall, Valerie; Dickard, Norris; Didlo, Amie; Rowan, Maria; Williams, Bryan; Cantrell, David



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**Sent:** Tuesday, December 12, 2017 11:08 AM  
**To:** Ramsey, Tara; Siry, Melissa; Stern, Jacob; WDCFB6-3C100; Ramsey, Tara; Coplin, Julie; Rowan, Maria; Dickard, Norris; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; Myers, Earl; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Kincheloe, Monika; Lyles, Sylvia; Randall, Valerie; Didlo, Amie; Williams, Bryan; Cantrell, David

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**Sent:** Tuesday, December 12, 2017 11:08 AM  
**To:** Dickard, Norris; Siry, Melissa; Stern, Jacob; WDCFB6-3C100; Ramsey, Tara; Coplin, Julie; Dickard, Norris; Rowan, Maria; Barlow, Christine; Pasternak, Sharone; Hammer, Victoria; McKinney, Jessica; Scott, Tracey; Myers, Earl; Forrester, Tiffany; Myers, Shauna; Briggs, Ashley; Brickman, Michael; Oberlies, Michael; Jones, Amy; Kossack, Andrew; Johnson, Patricia; Behrend, Daniel; Harwarth, Irene; Kincheloe, Monika; Lyles, Sylvia; Randall, Valerie; Didlo, Amie; Williams, Bryan; Cantrell, David

## Buchesky, Stanley

---

**Subject:** pw change 7W209

**Start:** Wednesday, April 19, 2017 10:00 AM

**End:** Wednesday, April 19, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Required Attendees:** Tran, Hai (Contractor)

d\plain\f0

**Ruddock, Neil**

---

**Subject:** Hold for call

**Start:** Wednesday, April 19, 2017 1:00 PM

**End:** Wednesday, April 19, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** lunch  
**Location:** Capitol Hill Club  
  
**Start:** Friday, April 28, 2017 11:30 AM  
**End:** Friday, April 28, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Ruddock, Neil



## Buchesky, Stanley

---

**Subject:** DCA/HPN  
**Location:** Washington (DCA) 07:12PM local time  
**Start:** Thursday, April 20, 2017 7:12 PM  
**End:** Thursday, April 20, 2017 8:34 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\f0ITINERARY

d\plain\f0

d\plain\f0AA OPERATED BY TRANS STATES AS AMERICAN EAGLE Flight 4331

d\plain\f0Depart: DCA - Washington on Thu 20 Apr 2017 at 07:12PM

d\plain\f0Arrive: HPN - Westchester County on Thu 20 Apr 2017 at 08:34PM

d\plain\f0Booking Code: M

d\plain\f0Traveler Information: STAN BUCHESKY - Coach - 13A

d\plain\f0Check in at <https://www.aa.com> within 24 hours of departure.

d\plain\f0

d\plain\f0

d\plain\f0

d\plain\f0This appointment works with calendar applications that support an iCal

format.

d\plain\f0

d\plain\f0Flight details are subject to change and will not be reflected in your calendar appointment.

d\plain\f0

d\plain\f0Be sure to check in within 24 hours of departure on <https://www.aa.com/checkin> or at an airport kiosk. Don't forget your government-issue photo ID.

d\plain\f0

d\plain\f0Helpful links:

d\plain\f0Check in on aa.com - <https://www.aa.com/checkin>

d\plain\f0Baggage policies - <https://www.aa.com/baggageinfo>

d\plain\f0Flight status - <https://www.aa.com/travelInformation/flights/status>

d\plain\f0Flight notifications - <https://www.aa.com/travelInformation/flights/schedule>

d\plain\f0

d\plain\f0

**Jones, Amy**

---

**Subject:** Appt w/Bob

**Location:** OOO

**Start:** Thursday, April 20, 2017 9:30 AM

**End:** Thursday, April 20, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy

**Conaty, Joe**

---

**Subject:** Catch Up  
**Location:** Stanley's Office  
  
**Start:** Thursday, April 20, 2017 9:30 AM  
**End:** Thursday, April 20, 2017 10:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Conaty, Joe  
**Required Attendees:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** (b)(6)  
**Location:**  
**Start:** Tuesday, April 25, 2017 6:00 PM  
**End:** Tuesday, April 25, 2017 7:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Ruddock, Neil



**Cox-Roush, Deborah**

---

**Subject:** Mira EEOB  
**Location:** Your meeting with Mira will be in EEOB 136 at 12 noon.  
**Start:** Friday, April 21, 2017 11:30 AM  
**End:** Friday, April 21, 2017 1:30 PM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Cox-Roush, Deborah

Your meeting with Mira will be in EEOB 136 at 12 noon.

Please fill out the link below for building access.

(b)(7)(F)

**Buchesky, Stanley**

---

**Subject:** New Appointment

**Start:** Monday, April 24, 2017 8:30 AM

**End:** Monday, April 24, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## **Buchesky, Stanley**

---

**Subject:** Al Hubbard

**Start:** Tuesday, April 25, 2017 10:00 AM

**End:** Tuesday, April 25, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\fo

## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Monday, April 24, 2017 5:00 PM

**End:** Monday, April 24, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Wednesday, April 26, 2017 5:00 PM

**End:** Wednesday, April 26, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## EDOperationsForum

---

**Subject:** Monthly Operations Forum  
**Location:** Secretary's Conference Room // Dial: (b)(6)  
**Start:** Wednesday, August 19, 2015 11:00 AM  
**End:** Wednesday, August 19, 2015 12:00 PM  
**Show Time As:** Tentative  
**Recurrence:** Monthly  
**Recurrence Pattern:** Occurs every month on the third Wednesday of the month from 11:00 AM to 12:00 PM effective 8/19/2015.  
**Meeting Status:** Tentative  
**Organizer:** EDOperationsForum  
**Required Attendees:** Buchesky, Stanley; Betka, Sue; Budd, Sally; Dixon, Debra; Dorfman, Cynthia; Pepin, Andrew; Smith, Richard; McGinnis, Colleen; Araujo, Liza; Crouner, Quasette; Davis, Wanda; Hunter, Tina; Miller, Daniel J.; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Winston, Melanie; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Carter, Denise; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Cook, Karolyn; Young, Diona; Tighe, Kathleen S.; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica; Green, Bianca  
**Optional Attendees:** Petersen, Molly; Sessa, Matthew; Jordan, Lavern; Stanard, Stephanie; Morris, David; Flood, Kyle; Dedert, Mitchell; CHCO; Ford, Kim R.; Stevens, Katrina; Sandra Bruce; Bergstrom, Peter; Moore, Ken; Morgan, Earl; Shipp, Paula; Wells, Harold; Soltis, Tim; Saylor, Takecia; Gray, Jason; Ryder, Ruth; Juengst, Phillip; Anand, Supreet; Maddox, Keith M.; Sheriff-Parker, Jennifer; Billups, Angela; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey; Miller, Meredith

d\plainDear Colleagues:

d\plain

d\plainThank you for your recent participation in the Monthly Operations Forum. **In addition to establishing the monthly recurring meeting on your calendar, this invitation provides the timeframes for the suggestion of topics and submission of materials for our August 19 Monthly Operations Forum.**

d\plain

d\plainAs a reminder, a goal of the Monthly Operations Forum is to discuss operations policies that collectively impact all ED offices. As a result, operations offices such as OCIO, OCFO, PIO, and OM will have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations during the Monthly Operations Forum. In addition to regular updates from these Offices, and to ensure that all participants have an opportunity to shape the Monthly Operations Forum agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing. Depending upon the number of topics and the urgency of some matters, there are proposed agenda items that may have to be carried over to a future Monthly Operations Forum. To ensure there is sufficient time to prepare for the August 19 meeting in advance, please adhere to the following timeline:

d\plain

Friday, August 7 - COB	Submit proposed agenda topics to OM
Wednesday, August 12 - COB	Offices presenting – submit materials to OM
Friday, August 14 - COB	OM provides final agenda and meeting materials to participants

d\plain

d\plainAll questions and materials should be sent to the following email address: [EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov). Thanks for your support.

d\plain

d\plainRichard Smith

d\plainChief of Staff

d\plainOffice of Management

d\plain(202) 260-8987

d\plain

d\plain



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**Sent:** Tuesday, December 12, 2017 11:10 AM  
**To:** Budd, Sally; Dixon, Debra; Brown, Cynthia; Skelly, Thomas; EDOperationsForum; Betka, Sue; Budd, Sally; Dixon, Debra; Dorfman, Cynthia; Pepin, Andrew; Smith, Richard; McGinnis, Colleen; Araujo, Liza; Crowner, Quasette; Davis, Wanda; Hunter, Tina; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Winston, Melanie; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Carter, Denise; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Cook, Carolyn; Young, Diona; Tighe, Kathleen S.; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica; Petersen, Molly; Sessa, Matthew; Jordan, Lavern; Morris, David; Dedert, Mitchell; Green, Bianca; CHCO; Ford, Kim R.; Bruce, Sandra; Bergstrom, Peter; Moore, Ken; Morgan, Earl; Shipp, Paula; Wells, Harold; Soltis, Tim; Gray, Jason; Ryder, Ruth; Juengst, Phillip; Anand, Supreet; Maddox, Keith M.; Sheriff-Parker, Jennifer; Billups, Angela; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey; Miller, Meredith; Ham, Holly; Buchesky, Stanley; Adler, Sheryl; Arrington, Angela; Butler, Angela; Chester, LaVerne; Coles, Tawanna C.; Crabtree, Rachel; Dempster, Carolyn; Dixon, Cindy; Bacon, Ellsworth; Hairfield, James; Heath, Cynthia; Holloway, Michael; Lebo, Paul; Lessard, Ron; Long, Brenda; Matthews, Gail; Navalaney, Yvonne; Navarro, Erica; Shields, Trina; Simmons, James K.; Stanard, Stephanie V; Chism, Monique; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Lesko, Max; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Harless, Charles; Jones, Amy; Rodriguez, Blanca; Afrassiabi, Hourvash; Woodley, Danita; Bell-Ellwanger, Jenn; McDonald, Walter; Ingram, Geyssie; Dirrigl, Mary Louise  
**Cc:** Stanard, Stephanie; Flood, Kyle; Stevens, Katrina; Sandra Bruce; Saylor, Takecia; Stanard, Stephanie; Flood, Kyle; Stevens, Katrina; Saylor, Takecia  
**Subject:** [Cancelled] Monthly Operations Forum

Good afternoon,

This meeting has been cancelled. We will provide you with written updates.

Thank you.

---

**Sent:** Tuesday, December 12, 2017 10:31 AM  
**To:** Skelly, Thomas; Runcie, James; Brown, Cynthia; Dixon, Debra; Budd, Sally; EDOperationsForum; Davis, Wanda; Buchesky, Stanley; Sessa, Matthew; Stanard, Stephanie; Moore, Ken; Sheriff-Parker, Jennifer; Billups, Angela; Wexler, Rob; Bowen, Jennifer; Miller, Meredith; Betka, Sue; Budd, Sally; Dixon, Debra; Dorfman, Cynthia; Pepin, Andrew; Smith, Richard; McGinnis, Colleen; Araujo, Liza; Crowner, Quasette; Hunter, Tina; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Winston, Melanie; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Carter, Denise; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Cook, Carolyn; Young, Diona; Tighe, Kathleen S.; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica; Green, Bianca; Petersen, Molly; Jordan, Lavern; Morris, David; Flood, Kyle; Dedert, Mitchell; CHCO; Ford, Kim R.; Stevens, Katrina; Bruce, Sandra; Bergstrom, Peter; Morgan, Earl; Shipp, Paula; Wells, Harold; Soltis, Tim; Saylor, Takecia; Gray, Jason; Ryder, Ruth; Juengst, Phillip; Anand, Supreet; Maddox, Keith M.; St.Pierre, Tracey; Ham, Holly; Adler, Sheryl; Arrington, Angela; Butler, Angela; Chester, LaVerne; Coles, Tawanna C.; Crabtree, Rachel; Dempster, Carolyn; Dixon, Cindy; Bacon, Ellsworth; Hairfield, James; Heath, Cynthia; Lebo, Paul; Lessard, Ron; Long, Brenda; Matthews, Gail; Navalaney, Yvonne; Navarro, Erica; Shields, Trina; Simmons, James K.; Stanard, Stephanie V; Chism, Monique; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Harless, Charles; Rodriguez, Blanca; Woodley, Danita; Bell-Ellwanger, Jenn; Ingram, Geyssie  
**Cc:** Saylor, Takecia; Moore, Ken; Sandra Bruce; Stevens, Katrina; Flood, Kyle; Stanard, Stephanie; Clemmens, Jim; James Hairfield  
**Attachments:** June MOF Meeting Materials.pdf; MOF Agenda - 2017-06-29.docx

**Meeting materials attached**

**Due to the conflict with the Eagle Horizon COOP exercise, the June MOF has been rescheduled for Thursday, June 29 at 10 am.**

Dear Colleagues:

When the Monthly Operations Forum (MOF) was conceptualized, there was an expressed need to continue building a spirit of teamwork among the senior leaders of the agency and to establish a forum for meaningful and candid discussion and collaborative problem-solving that will allow senior leaders to provide input on operational, administrative, and implementation challenges confronting the agency.



During each meeting, operations offices such as OCIO, OCFO, and OM have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations. In addition to regular updates from these offices, and to ensure that all participants have an opportunity to shape the MOF agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing.

**The next MOF is scheduled for Thursday, June 29. To ensure there is sufficient time to prepare for the meeting, please submit proposed agenda items by June 20.**

As a reminder, all questions and material should be sent to the following email address:

[EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov).



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of the Freedom of Information and Privacy Act

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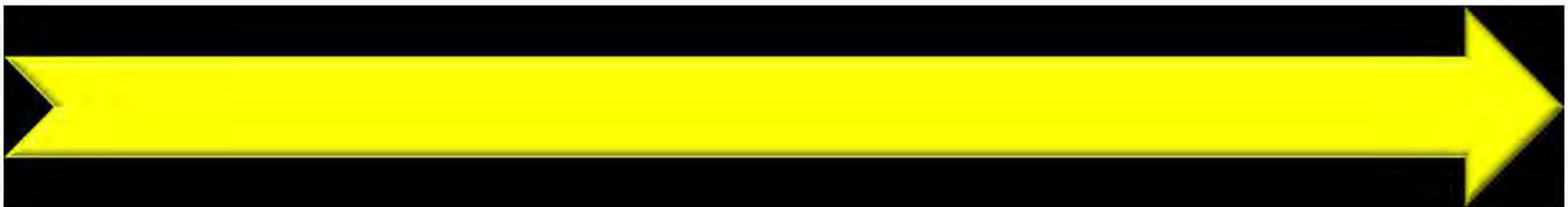
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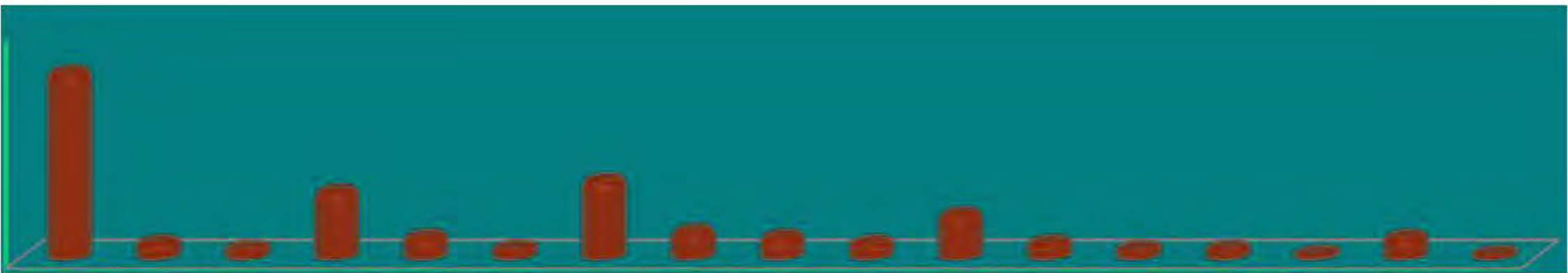
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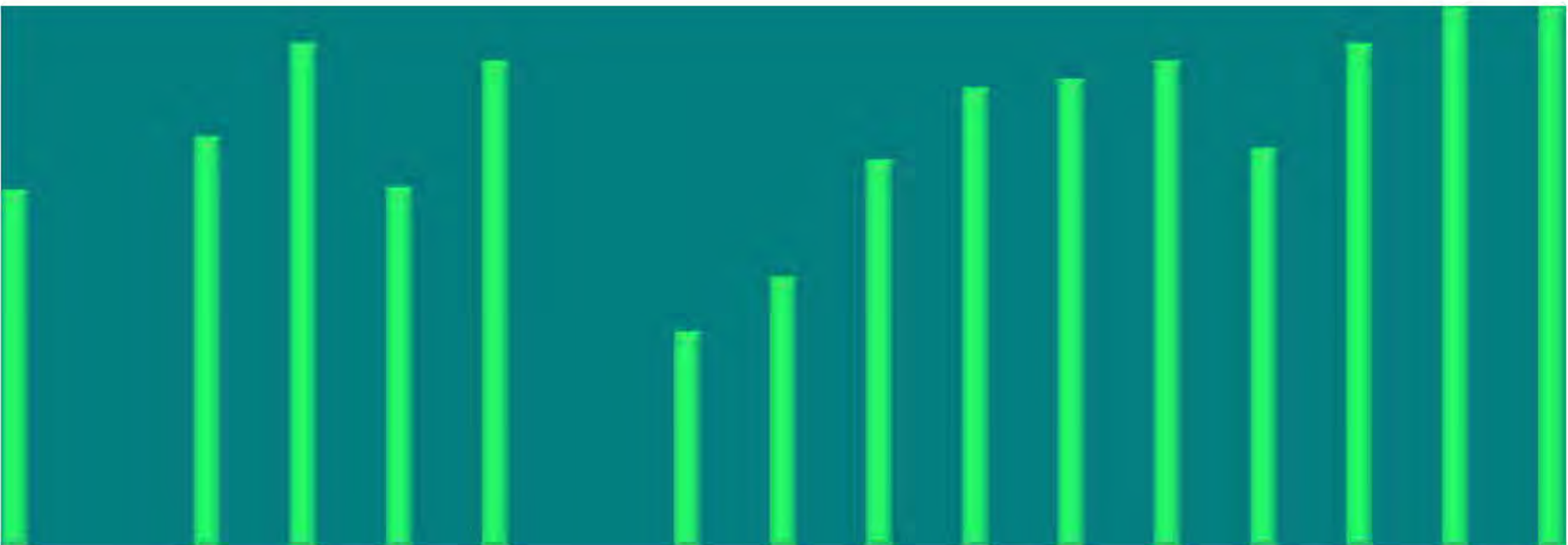
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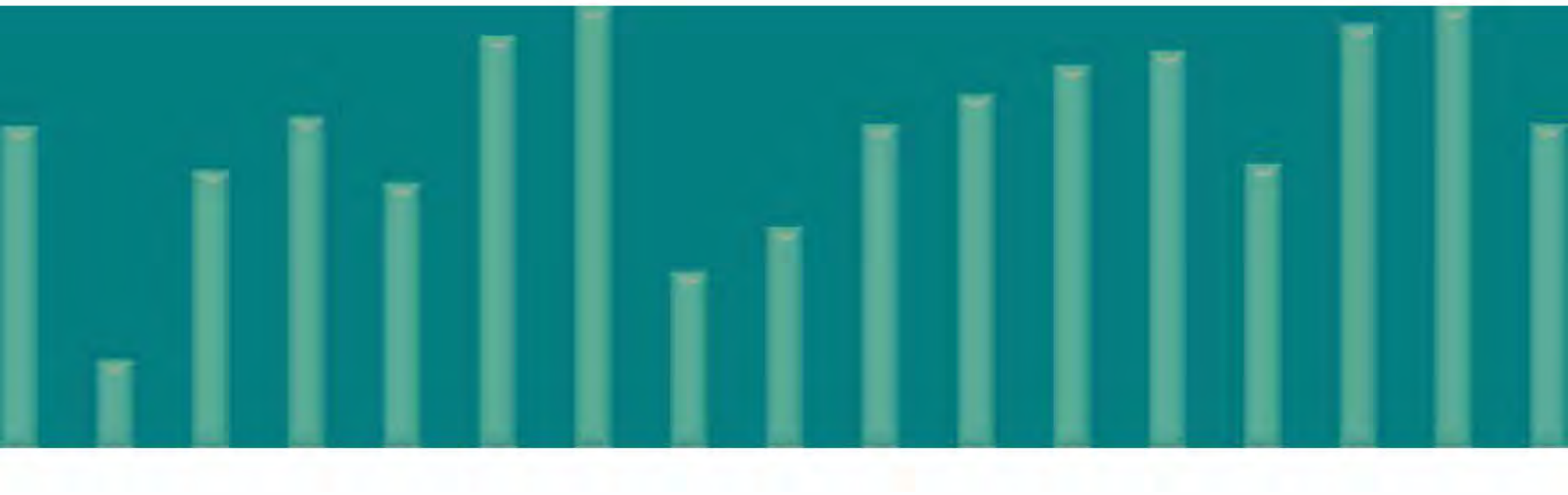
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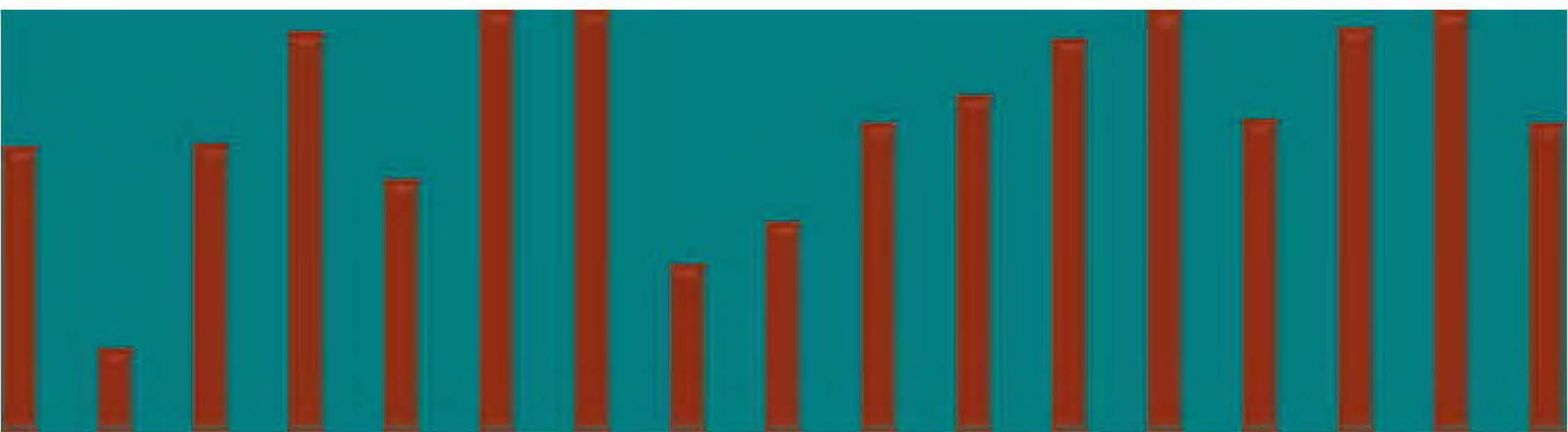


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# Monthly Operations Forum

Thursday, June 29, 2017

10:00 AM – 11:00 PM

LBJ 2<sup>nd</sup> Floor – Conference Room 240-20

Conference Line: 877-798-6357; Participant Code: 8884068

## AGENDA ITEMS

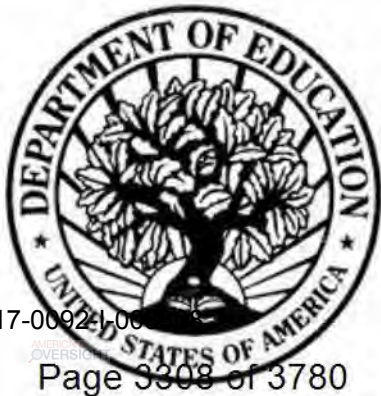
Opening Remarks – Joe Conaty, ODS

- Reform Update

Operational  
Discussion Topics

(b)(5)

Adjourn



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Jones, Amy

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**Subject:**

(b)(6)

**Start:**

Friday, April 28, 2017 12:00 AM

**End:**

Saturday, April 29, 2017 12:00 AM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Jones, Amy

**Toner, Jana**

---

**Subject:** Stan meet with candidate  
**Location:** Stan's office  
  
**Start:** Tuesday, April 25, 2017 11:00 AM  
**End:** Tuesday, April 25, 2017 12:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Toner, Jana  
**Required Attendees:** Buchesky, Stanley

**Jones, Amy**

---

**Subject:**

(b)(6)

**Start:**

Monday, May 01, 2017 12:00 AM

**End:**

Tuesday, May 02, 2017 12:00 AM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Jones, Amy

## Buchesky, Stanley

---

**Subject:** Take your kids to work day

**Start:** Thursday, April 27, 2017 12:00 AM

**End:** Friday, April 28, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\f0

**Buchesky, Stanley**

---

**Subject:** Richard Scheines

**Start:** Tuesday, April 25, 2017 3:00 PM

**End:** Tuesday, April 25, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:**

(b)(6)

**Start:**

Monday, May 01, 2017 7:00 PM

**End:**

Monday, May 01, 2017 8:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Buchesky, Stanley

d\plain\fo

**Buchesky, Stanley**

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**Subject:** (b)(6)

**Start:** Monday, May 08, 2017 7:00 PM

**End:** Monday, May 08, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:**

(b)(6)

**Start:**

Monday, May 15, 2017 6:00 PM

**End:**

Monday, May 15, 2017 7:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** (b)(6)

**Start:** Monday, May 22, 2017 6:00 PM

**End:** Monday, May 22, 2017 7:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** (b)(6)

**Start:** Monday, May 29, 2017 6:00 PM

**End:** Monday, May 29, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



Ramirez, Lisa

---

**Subject:** Cross-OESE State Plan Meeting

**Location:** 3C100

**Start:** Tuesday, May 16, 2017 9:00 AM

**End:** Tuesday, May 16, 2017 9:30 AM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Ramirez, Lisa

**Required Attendees:** Barlow, Christine; Brickman, Michael; Williams, Bryan; Ramsey, Tara; Cantrell, David; Coplin, Julie; Lyles, Sylvia; Forrester, Tiffany; Scott, Tracey; McKinney, Jessica; Stern, Jacob; Hammer, Victoria; Behrend, Daniel; Randall, Valerie; Dickard, Norris; Kincheloe, Monika; Myers, Earl; Jones, Amy; Kossack, Andrew; OESE.OSS.InternalCalendar; Rowan, Maria; Esquith, David; Pasternak, Sharone; Myers, Shauna; Didlo, Amie; Briggs, Ashley

**Optional Attendees:** Siry, Melissa

Telephone Number:  Leader Code:  Participant Code:

## Buchesky, Stanley

---

**Subject:** Discuss FOIA process  
**Location:** Stan's office

**Start:** Tuesday, May 02, 2017 11:00 AM  
**End:** Tuesday, May 02, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley  
**Required Attendees:** Jackson, Candice

d\plain\0

**Cox-Roush, Deborah**

---

**Subject:** Debbie meeting off site

**Start:** Friday, April 28, 2017 10:00 AM

**End:** Friday, April 28, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Debbie Meeting offsite

**Start:** Monday, May 01, 2017 1:45 PM

**End:** Monday, May 01, 2017 3:15 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Debbie Cox-Roush**

---

**Subject:** FW: Meeting with Debbie Cox Roush, Mon 5/1 @ 2:00pm  
**Location:** U.S. Department of the Interior, 1849 C St NW, Washington, DC 20240, USA  
**Start:** Monday, May 01, 2017 2:00 PM  
**End:** Monday, May 01, 2017 2:45 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Debbie Cox-Roush  
**Required Attendees:** Cox-Roush, Deborah  
**Attachments:** invite.ics

-----Original Appointment-----

**From:** Google Calendar [<mailto:calendar-notification@google.com>] **On Behalf Of** [lori\\_mashburn@ios.doi.gov](mailto:lori_mashburn@ios.doi.gov)  
**Sent:** Tuesday, April 25, 2017 3:16 PM  
**To:** [lori\\_mashburn@ios.doi.gov](mailto:lori_mashburn@ios.doi.gov); (b)(6)  
**Subject:** Meeting with Debbie Cox Roush, Mon 5/1 @ 2:00pm  
**When:** Monday, May 01, 2017 2:00 PM-2:45 PM (UTC-05:00) Eastern Time (US & Canada).  
**Where:** U.S. Department of the Interior, 1849 C St NW, Washington, DC 20240, USA

[more details »](#)

## Meeting with Debbie Cox Roush, Mon 5/1 @ 2:00pm

Meeting with Debbie Cox Roush and Lori Mashburn, White House Liaison. Please arrive at the C Street entrance. Once you arrive, the guards will call up and Natalie Davis will come down to meet you. Room 6128.

### *When*

Mon May 1, 2017 2pm – 2:45pm Eastern Time

### *Where*

U.S. Department of the Interior, 1849 C St NW, Washington, DC 20240, USA ([map](#))

### *Calendar*

(b)(6)



Who

- [lori\\_mashburn@ios.doi.gov](mailto:lori_mashburn@ios.doi.gov)

- organizer

- [natalie\\_davis@ios.doi.gov](mailto:natalie_davis@ios.doi.gov) - creator

- (b)(6)

Going?

[Yes](#) -

[Maybe](#) -

[No more options »](#)

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**Meeting with Debbie Cox Roush, Mon 5/1 @ 2:00pm**  
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**DC 2 0240, USA**  
**20170501T180000Z**  
**CONFIRMED**

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**Version**

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**METHOD**

REQUEST

**Start Date/Time**

20170501T180000Z

**End Date/Time**

20170501T184500Z

**DTSTAMP**

20170425T191625Z

**ORGANIZER** ( CN=lori\_mashburn@ios.doi.gov )

mailto:lori\_mashburn@ios.doi.gov

**UID**

g9gmkk8ddoa3r618skth3oevsg@google.com

**Attendee**

**mailto:lori\_mashburn@ios.doi.gov**

*Role* REQ-PARTICIPANT  
*RSVP* TRUE

**Attendee**

**mailto:(b)(6)**

*Role* REQ-PARTICIPANT  
*RSVP* TRUE

**CREATED**

20170425T191624Z

**Description**

Meeting with Debbie Cox Roush and Lori Mashburn, White House Liaison. Please arrive at the C Street entrance. Once you arrive, the guards will call up and Natalie Davis will come down to meet you. Room 6128.

View your event at [https://www.google.com/calendar/event?action=VIEW&eid=ZzlnbWtrOGRkb2EzcyYxOHNRdGgzY2V2c2cgZGNveHJvdXNoQHZlcmI6b24ubmV0&tok=MjUjbG9yaV9tYXNoYnVybKBPb3MuZG9pLmdvdmRkYjdiY2M1MDA2ZGE5MGUyZDM0ZjUxMzNhZTJmN2QxM2U4Y2VIMjY&ctz=America/New\\_York&hl=en](https://www.google.com/calendar/event?action=VIEW&eid=ZzlnbWtrOGRkb2EzcyYxOHNRdGgzY2V2c2cgZGNveHJvdXNoQHZlcmI6b24ubmV0&tok=MjUjbG9yaV9tYXNoYnVybKBPb3MuZG9pLmdvdmRkYjdiY2M1MDA2ZGE5MGUyZDM0ZjUxMzNhZTJmN2QxM2U4Y2VIMjY&ctz=America/New_York&hl=en).

**Last Modified**

20170425T191624Z

**Location**

U.S. Department of the Interior, 1849 C St NW, Washington, DC 2 0240, USA

**Sequence Number**

0

**Status**

CONFIRMED

**Summary**

Meeting with Debbie Cox Roush, Mon 5/1 @ 2:00pm

**Time Transparency**

OPAQUE

**Ryder, Ruth**

---

**Subject:** Technology  
**Location:** Stanley's office  
  
**Start:** Wednesday, April 26, 2017 1:00 PM  
**End:** Wednesday, April 26, 2017 1:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Ryder, Ruth  
**Required Attendees:** Buchesky, Stanley

Can I grab you for a few minutes sometime between 1 and 1:30 to discuss a technology issue? Probably won't be more than 10-15 minutes. If this time doesn't work, perhaps a quick phone call?

Hurt, John

---

**Subject:**

(b)(5)

**Location:**

(b)(6)

part code

(b)(6)

**Start:**

Wednesday, April 26, 2017 9:30 AM

**End:**

Wednesday, April 26, 2017 10:00 AM

**Show Time As:**

Tentative

**Recurrence:**

(none)

**Meeting Status:**

Not yet responded

**Organizer:**

Hurt, John

**Required Attendees:**

Buchesky, Stanley; Leith, William; Bradfield, Patrick; Kane, John

(b)(5)



**Cox-Roush, Deborah**

---

**Subject:** Meeting with Eric

**Start:** Thursday, April 27, 2017 10:45 AM

**End:** Thursday, April 27, 2017 11:15 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Buchesky, Stanley**

---

**Subject:** Assistive Tech demos

**Start:** Thursday, April 27, 2017 1:00 PM

**End:** Thursday, April 27, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** brief CoS

**Start:** Tuesday, May 02, 2017 1:00 PM

**End:** Tuesday, May 02, 2017 1:45 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Cox-Roush, Deborah**

---

**Subject:** (b)(6)

**Start:** Monday, May 01, 2017 10:00 AM

**End:** Monday, May 01, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

Call 352-318-2940

**Buchesky, Stanley**

---

**Subject:** Jeanne difrancesca

**Start:** Thursday, May 04, 2017 11:00 AM

**End:** Thursday, May 04, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



Sullivan, Jermaine

---

**Subject:** OCO Senior Managers & Staff with transition duties  
**Location:** 7C100 or Call In (b)(6) participant code: (b)(6)  
**Start:** Monday, May 01, 2017 9:00 AM  
**End:** Monday, May 01, 2017 9:30 AM  
**Recurrence:** Weekly  
**Recurrence Pattern:** every Monday and Thursday from 9:00 AM to 9:30 AM  
**Meeting Status:** Declined  
**Organizer:** Sullivan, Jermaine  
**Required Attendees:** Dorfman, Cynthia; Ryan, Sam; Pitta, Jacquelyn; Zimmermann, Jacquelyn; Reynolds, Cody; Stratman, Karen; Malico, Melinda; Bega, Dennis; Webb, Jo Ann; Ross, Chareese; Honeysett, Adam; Bates, Monica; Harris, Sally; Cox-Roush, Deborah; Williamson, Elizabeth; Mould, Jim; Ashe, Anya; Friendewey, Matthew; Ferguson, Gillum; Rosenfelt, Phil; Apostolides, Melissa; Hill, Elizabeth; Chamberlain, Michael

All,

**This is the message to update the calendar for the new Monday and Thursday meeting times that were agreed upon at the April 28<sup>th</sup> meeting. Cynthia and Phil discussed changing the Wednesday to Thursday and everyone in the group agreed.**

### Goal

Please join us for this weekly Monday and Thursday meeting where we will ensure OCO is operating effectively and efficiently as we successfully transition into a new administration and onboard political appointee colleagues to OCO.

Agenda

\* TBD

**\*Jermaine**



**Ruddock, Neil**

---

**Subject:** Charter briefing

**Start:** Thursday, May 04, 2017 10:00 AM

**End:** Thursday, May 04, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Pollard, Monique**

---

**Subject:** Exit Interview  
**Location:** 7E-102  
  
**Start:** Tuesday, May 16, 2017 11:00 AM  
**End:** Tuesday, May 16, 2017 11:30 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Pollard, Monique  
**Required Attendees:** Ruddock, Neil

**Jones, Amy**

---

**Subject:** Charter Schools Briefing

**Start:** Thursday, May 04, 2017 10:00 AM

**End:** Thursday, May 04, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Jones, Amy



**Dixon, Doris**

---

**Subject:** Pre meet to prep for a briefing on IES's OSP Evaluation on First Year Impacts for House Oversight and ED & WF majority

**Location:** 6W 338 OLCA Conference Room or call in (b)(6)  
passcode (b)(6)

**Start:** Wednesday, May 10, 2017 2:00 PM

**End:** Wednesday, May 10, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Dixon, Doris

**Required Attendees:** Brock, Thomas; Betka, Sue; Silverberg, Marsha; Bachman, Meredith; Takai, Ricky; Wei, Thomas; Ruddock, Neil; Hinton, Anna; Petersen, Molly; Smith, Kathleen

**Attachments:** OSP Evaluation Apr2017--IES.pdf; OSP Talking Points 4-27-17.docx

The purpose of this pre-meet is to discuss a telephone briefing requested for next week by Hill staff. The phone briefing has been tentatively scheduled for Wednesday, May 11 at 1 PM.

The request for the briefing was made by the House Oversight majority (the Committee with jurisdiction over DC OSP) and House ED & WF majority to obtain a better understanding of the methodology and other details of the recently released IES evaluation (attached).

Also attached are internal talking points prepared for ED staff last week when the report was released. IES has already prepared briefing materials for internal briefings they provided prior to the evaluation's release. We will share those materials with you prior to the pre-meet and hopefully be able to tailor them for our use in the May 11 briefing.

If it is convenient, please come to OLCA's conference room. If not, please call in.

# Evaluation of the DC Opportunity Scholarship Program

## Impacts After One Year

**Mark Dynarski**, Pemberton Research

**Ning Rui**, Westat

**Ann Webber**, Westat

**Babette Gutmann**, Westat

**Meredith Bachman**, Project Officer, Institute of Education Sciences





# Evaluation of the DC Opportunity Scholarship Program

---

## Impacts After One Year

**APRIL 2017**

**Mark Dynarski**, Pemberton Research

**Ning Rui**, Westat

**Ann Webber**, Westat

**Babette Gutmann**, Westat

**Meredith Bachman**, Project Officer, Institute of Education Sciences



**U.S. Department of Education**

Betsy DeVos

*Secretary*

**Institute of Education Sciences**

Thomas W. Brock

*Commissioner, National Center for Education Research*

*Delegated Duties of the Director*

**National Center for Education Evaluation and Regional Assistance**

Audrey Pendleton

*Acting Commissioner*

**April 2017**

This report was prepared for the Institute of Education Sciences under Contract No. ED-IES-12-C-0018. The project officer was Meredith Bachman in the National Center for Education Evaluation and Regional Assistance.

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## Acknowledgments

This report is the fourth in a series of reports, as mandated by Congress. We gratefully acknowledge the contributions of many individuals in conducting the study and producing the report.

We appreciate the efforts of the students, families, and schools in Washington, DC, that participated in the data collection for this study. Staff members from the Office of State Superintendent of Education and the scholarship operator, Serving our Children, were helpful in providing information for the study.

We are fortunate to have the advice of our expert technical working group members: Eric Bettinger, Stanford University; Thomas Cook, Northwestern University; Thomas Dee, Stanford University; Brian Gill, Mathematica Policy Research; Jeffrey Henig, Columbia University; and Patrick Wolf, University of Arkansas.

The report would not have been possible without the contributions of many staff at Westat. Yong Lee led the programming staff that developed analysis files, with help from Fei Shi and Amy Zhang. Statistical expertise was provided by Lou Rizzo and Ismael Flores Cervantes. Juanita Lucas McLean and Sylvia Segovia led the data collection with support from Wendy Bauman, Christina Fetzko, Jan Jones, Claire McDonnell, Kathy Morehead, Swati Nadkarni, Laura Prinslow, Luis Romero, and Heather Steadman. We are also grateful to Sylvie Warren, Evarilla Cover, and Kerri Wills for their editorial and production assistance.

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## Disclosure of Potential Conflicts of Interest

The research team for this evaluation included staff from Westat and a subcontractor, Mark Dynarski. None of the research team members has financial interests that could be affected by findings from the evaluation of the DC Opportunity Scholarship Program (OSP). No one on the six-member technical working group, convened by the research team three times to provide advice and guidance, has financial interests that could be affected by findings from the evaluation.

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## Impacts After One Year

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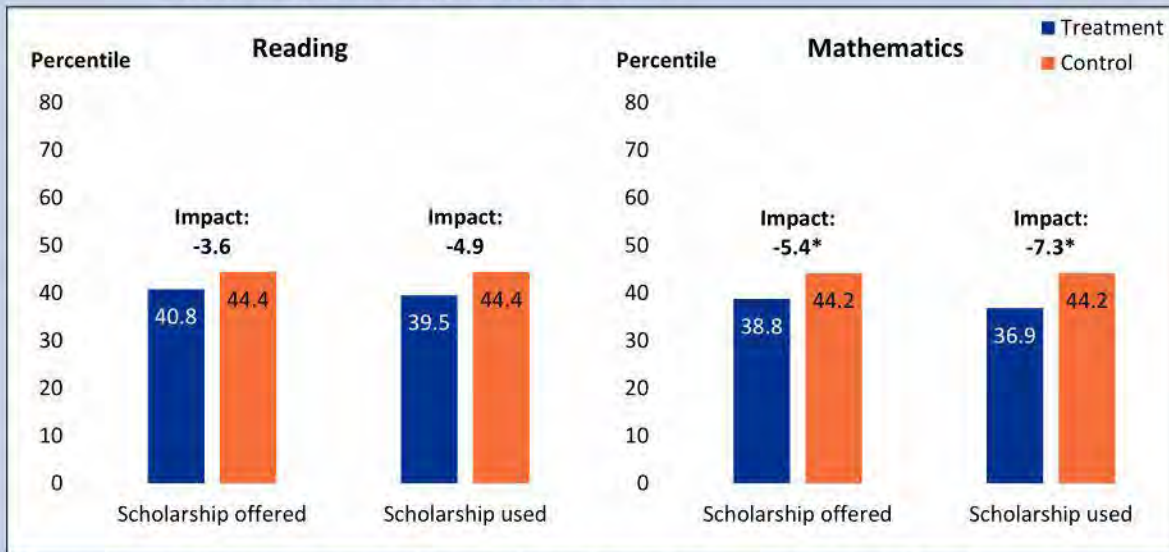
## Executive Summary

The District of Columbia Opportunity Scholarship Program (OSP) was created by Congress to provide tuition vouchers to low-income parents who want their child to attend a private school. The Scholarships for Opportunity and Results (SOAR) Act of 2011 also mandated an evaluation of the OSP program. This report examines impacts one year after eligible families applied to the program on outcomes such as student achievement, satisfaction with schools, perceptions of school safety, and parent involvement.

The program selected students to receive scholarships using a lottery process in 2012, 2013, and 2014, which allows for an experimental design that compared outcomes for a treatment group (995 students selected through the lottery to receive offers of scholarships) and a control group (776 students not selected to receive offers of scholarships). Approximately 30 percent of students offered scholarships did not use them, so the evaluation examines both the impacts of being offered and the impacts of using scholarships. Key findings include:

- **After one year, the OSP had a statistically significant negative impact on the mathematics achievement of students offered or using a scholarship.** Mathematics scores were lower for these students a year after they applied to the OSP (by 5.4 percentile points for students offered a scholarship and 7.3 percentile points for students who used their scholarship), compared with students who applied but were not selected for the scholarship. Reading scores were lower (by 3.6 and 4.9 percentile points, respectively) but the differences were not statistically significant (figure E-1). There were no significant achievement impacts, positive or negative, for students applying from low-performing schools (those designated as “in need of improvement” or SINI), to whom the SOAR Act gave priority for scholarships. Negative impacts for both mathematics and reading scores were statistically significant for students who were not attending SINI schools when the students applied for the scholarship and also for students in grades K–5.
- **The program did not have a statistically significant impact on parents’ or students’ general satisfaction with the school the child attended in that first year.** Parents of students who were offered or used the OSP scholarships were more likely to give their child’s school a grade of A or B, compared with the parents of students not selected for the scholarship offer but differences were not statistically significant. Similarly, students who were offered or used the OSP scholarships were more likely to give their school a grade of A or B, but differences were again not statistically significant (figure E-2).

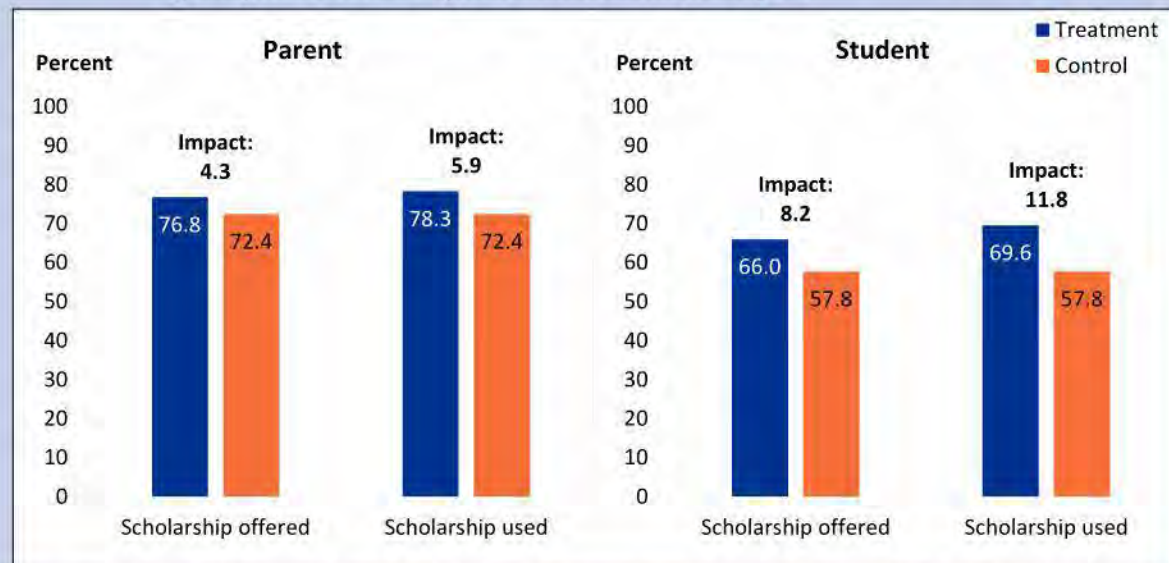
## Impacts After One Year

**Figure E-1. Impacts on reading and mathematics achievement (percentile scores) for scholarship offer and use, in first year**

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: Sample size is 636 treatment group students and 441 control group students for reading and 634 treatment group students and 440 control group students for mathematics.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition* reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

**Figure E-2. Impacts on parent and student satisfaction (percent giving school an A or B grade) for scholarship offer and use, in first year**

NOTE: Sample size is 616 treatment group parents and 444 control group parents. The sample size is 270 treatment group students and 154 control group students.

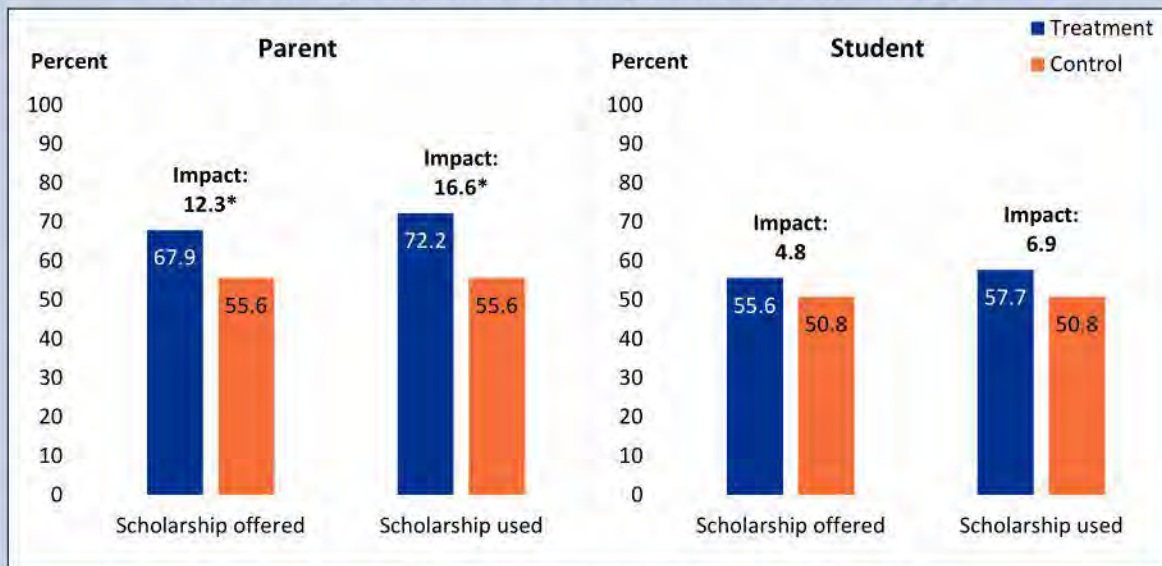
SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent and student surveys for OSP evaluation, 2013–2015.



## Impacts After One Year

- **The program had a statistically significant positive impact on parents' perceptions of safety at the school their child attended in that first year.** Parents of students who were offered or used the OSP scholarships were more likely to indicate that their child's school was very safe, compared with the parents of students not selected for the scholarship offer. Differences in students' perceptions of school safety were not statistically significant (figure E-3).

**Figure E-3. Impacts on parent and student perceptions of school safety (percent rating school as very safe) for scholarship offer and use, in first year**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

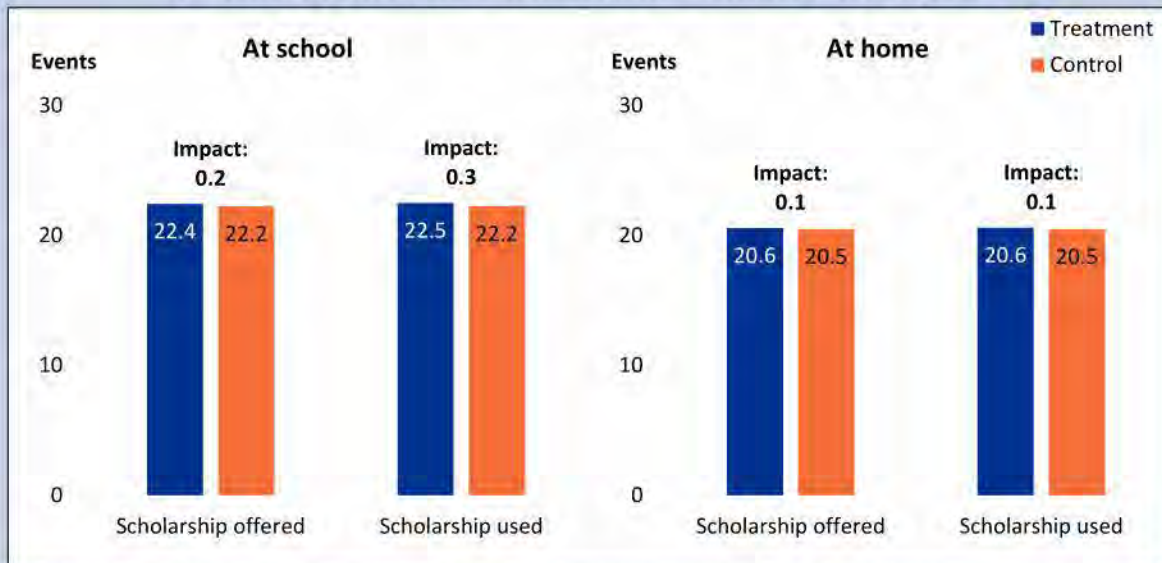
NOTE: Sample size is 616 treatment group parents and 439 control group parents. The sample size is 266 treatment group students and 155 control group students.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent and student surveys for OSP evaluation, 2013–2015.

## Impacts After One Year

- Overall, the OSP did not have a statistically significant impact on the involvement of parents in the education of their child who was offered or used a scholarship (figure E-4). However, for parents of students in grades 6–12, the program had a statistically significant positive impact on involvement in education-related activities at home.

**Figure E-4. Impacts on parent involvement in education at school and at home (number of events reported) for scholarship offer and use, in first year**



NOTE: Sample size for school involvement is 589 treatment group parents and 416 control group parents. The sample size for home involvement is 612 treatment group parents and 440 control group parents.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent surveys for OSP evaluation, 2013–2015.

Impacts reported here are from the first year during which students could have used their scholarships. Impacts could differ in later years. Also, the program operates only in the District of Columbia, and impacts could differ in other settings or locations.



# 1. Introduction

## The Opportunity Scholarship Program Under the Scholarships for Opportunity and Results Act

The District of Columbia Opportunity Scholarship Program (OSP) is the only federally funded program that provides vouchers to low-income families to send their children to private schools that agree to accept them. Thirteen states also fund private school vouchers for at least some groups of students. However, the merits of voucher programs continue to be debated, with advocates citing the benefits of school options and competition for public schools and critics objecting to the diversion of public funds to private organizations, including religious schools.<sup>1</sup> Perhaps because of the enduring debates, there is significant interest in understanding whether and how these programs are effective. This report, from the congressionally mandated evaluation of the OSP, describes the early impacts of the OSP on students and parents.

Congress created the OSP in 2004 and reauthorized it most recently in 2011 under the Scholarships for Opportunity and Results (SOAR) Act.<sup>2</sup> The SOAR Act establishes criteria for student eligibility, the groups of students who receive priority for scholarships, and dollar amounts of scholarships, as shown in exhibit 1. Participating private schools must agree to requirements regarding nondiscrimination in admissions, fiscal accountability, and cooperation with an evaluation of the program. The OSP is administered by a program operator through a grant awarded by the U.S. Department of Education.<sup>3</sup>

Congress required an independent evaluation of the OSP under the SOAR Act, “using the strongest possible research design for determining effectiveness” to measure the program’s impacts on student academic progress, satisfaction, safety, and other key outcomes. The use of lotteries to award scholarships allows the study to use the “gold standard” of evaluation methodology, creating an experiment in which outcomes for two randomly

### Exhibit 1. Overview of the Opportunity Scholarship Program as defined in the SOAR Act

#### Student eligibility criteria

- DC resident
- Income at or below 185 percent of the federal poverty line at application
- Priority to students who:
  - Had a sibling already in program
  - Attended a low-performing school in need of improvement
  - Were offered a scholarship in the past but did not use it
  - Were not already taking advantage of school choice

#### Initial scholarship amount

- \$8,000 for grades K–8
- \$12,000 for grades 9–12

<sup>1</sup> See <http://www.ncsl.org/research/education/school-choice-vouchers.aspx>.

<sup>2</sup> See <http://www.gpo.gov/fdsys/pkg/BILLS-112hr471eh/pdf/BILLS-112hr471eh.pdf> for the SOAR Act legislation.

<sup>3</sup> In August 2015, the U.S. Department of Education (the Department) awarded a 3-year grant to Serving our Children to implement the OSP under the supervision of both the Department’s Office of Innovation and Improvement and the Office of the Mayor of the District of Columbia. The previous program operator, The DC Children and Youth Investment Trust, administered the OSP during the first years the evaluation was being conducted. Program operators establish protocols for applications, recruit applicants and schools, award scholarships, and place and monitor scholarship awardees in participating private schools.



determined groups, treatment and control, can be compared. For this study, the treatment group consists of students selected through the lottery to receive a scholarship offer, and the control group consists of students not selected to receive a scholarship offer.

## Previous Research on Vouchers

Vouchers have been studied since the first program began in Milwaukee in 1990, and recently released findings for programs operating in Louisiana, Indiana, and Ohio have added to the knowledge base. Shakeel, Anderson, and Wolf (2016) apply a rigorous systematic-review process to the research literature. A brief overview of findings is provided here for context.

Rouse (1998) found that students offered a voucher as part of the Milwaukee Parental Choice Program (the first in the nation) performed significantly better in mathematics but no differently in reading when compared to program applicants who were not offered a voucher. In a previous evaluation of the OSP program that preceded the SOAR Act, Wolf et al. (2010) found no significant impacts on reading and mathematics test scores and a significant positive impact on high school graduation (based on parent responses that their child had graduated from high school). Studies of privately operated voucher programs in the 1990s created by the School Choice Scholarship Foundation reported overall impacts that were not significant and impacts for African American students in New York City that were positive and significant. See Mayer et al. (2002) for New York City results and Howell and Peterson (2002) for New York City; Dayton, Ohio; and Washington, DC, results. Rouse and Barrow (2009) provide an overview and summary of these studies.

More recently, Mills and Wolf (2016) and Abdulkadiroglu, Parthak, and Walters (2015) found that students who used a private school voucher as part of The Louisiana Scholarship Program generally performed worse than students who applied for but were not offered a voucher. Waddington and Berends (2015) and Figlio and Karbownik (2016) reported that the use of vouchers had negative impacts on test scores in Indiana and Ohio.

The mixed nature of the results—some positive and some negative—underscores the importance of measuring impacts of the reauthorized DC OSP program. Vouchers provide parents with more options for their children's school, but parents need information about the likely outcomes of exercising the option. And policymakers want to know whether resources invested in vouchers represent a sound use of public funds.



## 2. Evaluation of the OSP

The SOAR legislation required the evaluation to address the impacts of being offered an OSP scholarship and the actual use of an OSP scholarship on (1) student achievement, (2) parent and student satisfaction, (3) parent- and student-reported school safety, and (4) parent involvement (exhibit 2).

This report examines how the offer of the scholarship and the actual use of the scholarship affected student and family outcomes in the first school year after applying to the OSP and entering the lottery. The study is also examining impacts for particular groups of students, which can be useful for understanding whether they experienced smaller or larger impacts than other groups. The report presents impacts for four student subgroups, as measured at the time students applied for the scholarship: (1) whether students were attending or not attending a school in need of improvement (SINI),<sup>4</sup> (2) whether students scored above or below the median in reading, (3) whether students scored above or below the median in mathematics, and (4) whether students were in an elementary grade (K–5) or secondary grade (6–12). These student subgroups were designated prior to conducting the analysis, based on their use in previous evaluations of scholarship programs (Wolf et al. 2010) and relevance to education policy. The SOAR legislation designates students attending schools in need of improvement as a priority for scholarship awards. In addition, the pre-OSP performance levels of participating students may affect achievement impacts, and policymakers have an interest in determining whether programs have a greater effect on students in higher- or lower-performing categories. Similarly, analyzing impacts by grade level (elementary and secondary) is useful in understanding whether the program is more effective for students in particular grade levels.

### Exhibit 2. Evaluation questions

#### 1. Reading and Mathematics Achievement

What is the effect of receiving/using an OSP scholarship on reading and mathematics achievement?

#### 2. Satisfaction

What is the effect of receiving/using an OSP scholarship on parent and student general satisfaction with the student's school?

#### 3. School Safety

What is the effect of receiving/using an OSP scholarship on parent and student perceptions of school safety?

#### 4. Parent Involvement

What is the effect of receiving/using an OSP scholarship on parent involvement in their child's education at home and at school?

<sup>4</sup> Local education agencies—in Washington, DC, the DC Public Schools and the Public Charter School Board—determine whether a school is designated as “in need of improvement” under the No Child Left Behind Act (the version of the Elementary and Secondary Education Act [ESEA] that was in place during the 2012–14 OSP application and lottery processes). Although DC was operating under an ESEA waiver from the U.S. Department of Education (ED) during this period and using a different system and terms for designating categories of low-performing schools, DC’s Office of the State Superintendent and ED agreed on a way to equate the lower categories being used by DC and the SINI definition.



In the remainder of this chapter, we describe the lottery design and its outcomes, the type and characteristics of schools attended by study participants, data sources, and analytic approach.

## Lottery Design and its Outcomes

The evaluation includes three consecutive cohorts of students from lotteries conducted in 2012, 2013, and 2014 (in late spring or early summer of each year).<sup>5</sup> A total of 1,771 students applied for and were eligible to enter the lottery for scholarships in these 3 years. The annual lotteries were run by the OSP program operator using a computer program designed by the study team, and were observed by staff from the Department of Education. The lotteries resulted in scholarship offers to 995 students, 56 percent of eligible applicants (table 1). Students had higher probabilities of selection if they had siblings in the program or were attending SINI schools at the time of application, as required by the OSP legislation.<sup>6</sup>

If a student was offered a scholarship (i.e., in the treatment group) and decided to attend a private school that participates in the program, the program paid the scholarship to the school. Students also had the option to remain in their current public school, attend other public schools, or even attend a private school that did not participate in the program. In all these cases, students would forgo their scholarship. Across the three study cohorts, 70 percent of students in the treatment group used their scholarships to attend an OSP school in the first year.

**Table 1. OSP scholarship offers and use in the study sample one year after application, by cohort**

Study cohort (year of application)	Number of applicants in lottery	Scholarship offer				Scholarship use after 1 year	
		Offered		Not offered		Treatment group	
		treatment group	control group	treatment group	control group	Number	Percent
		Number	Percent	Number	Percent		
2012	536	316	59	220	41	248	78
2013	718	394	55	324	45	262	67
2014	517	285	55	232	45	183	64
Total	1,771	995	56	776	44	693	70

SOURCE: OSP applications and payment file from Serving our Children.

Because of the lotteries, the students and families in the evaluation's treatment and control groups were expected to have similar characteristics—ones that could be observed, such as age, gender, and income, and ones that could not be observed or were difficult to observe, such as motivation to succeed in school and desire to attend a private school. In fact, the characteristics of the treatment and control groups were quite similar. For example, average reading scores at the time of application were 573 for the treatment group and 570 for the control group—the difference was not statistically significant.<sup>7</sup> Similarly,

<sup>5</sup> A lottery was not conducted in 2011, the first year after the OSP was reauthorized. That year, all eligible applicants were offered a scholarship.

<sup>6</sup> Additional detail about the selection probabilities is included in appendix table A-1.

<sup>7</sup> The *TerraNova Third Edition* reading and mathematics assessments were administered to students at the time of application.

86 percent of the treatment group and 85 percent of the control group were African American, and 49 percent of both groups were female.

## Schools Attended by and Grade Levels of the Study Sample

Examining where students in the study sample attended school provides context for the impact findings presented later in the report (table 2). Ten percent of control group students who were not offered scholarships chose to attend an OSP private school a year later. The percentage of control-group students attending charter schools (42 percent) is consistent with the size of the charter school sector in DC, which enrolled 43 percent of public school students and 36 percent of all students attending schools in DC in 2013 (Betts, Dynarski, and Feldman 2016).

**Table 2. Percentage of study participants, by school type**

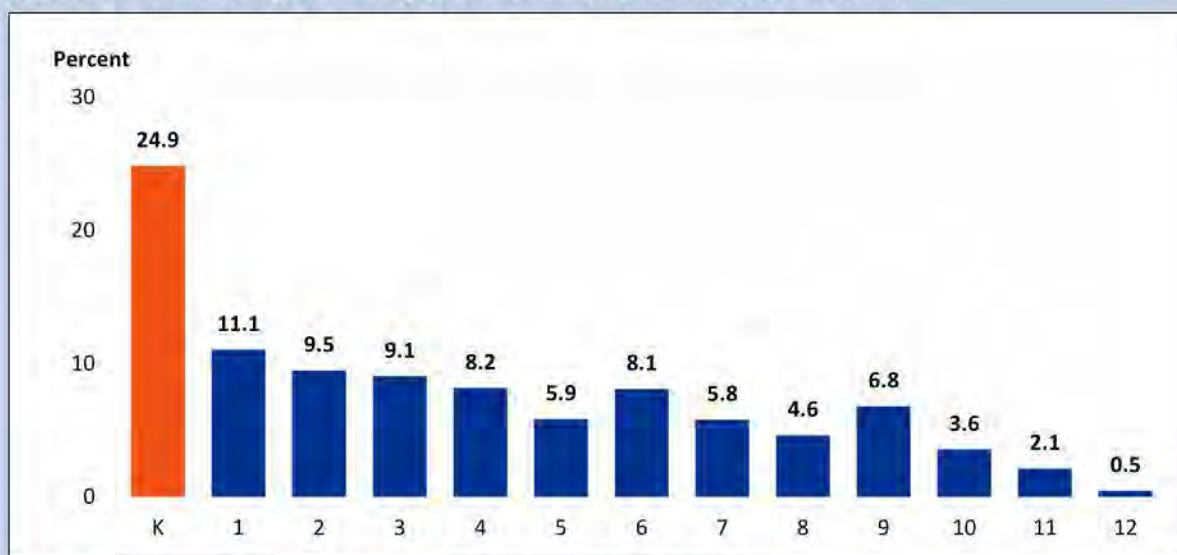
School type	At application		One year later	
	Treatment group	Control group	Treatment group	Control group
Traditional public	39	40	16	48
Charter	37	34	15	42
Participating private	0	0	68	10
Nonparticipating private	0	0	1	0
Other (pre-kindergarten)	24	26	0	0

NOTE: For this table, the percentage of treatment group students enrolled in private school is derived from information obtained at the time of followup testing and is slightly lower than the percentage reported in table 1 due to missing information on school type for some students and the fact that some students in the treatment group initially began using the scholarship (as reflected in payment files) but were attending a public school at the time of the followup testing.

SOURCE: OSP applications and followup test file.

The study sample was skewed toward students entering the early grades of elementary school at the time their families applied to the scholarship lottery. One-quarter of all applicants were entering kindergarten at the time of application (figure 1). Over half of the students in the evaluation (54 percent) were in grades K–3 when the first year outcomes were investigated.



**Figure 1. Percentage of study participants, by entering grade level**

NOTE: Percents may not add to 100 because of rounding.

SOURCE: OSP application.

A previous report described the characteristics of the 52 private schools that participated in the OSP in 2012–13, which represented 55 percent of all private schools in DC (Feldman et al. 2015). Among participating schools, 64 percent were religiously affiliated, compared to 29 percent of nonparticipating private schools. Compared to traditional public and charter schools in DC, private schools participating in OSP are smaller (average enrollment of 243 versus 348), have lower pupil–staff ratios (9 students versus 12 students per staff member), and have a lower proportion of minority students (65 percent versus 94 percent).

For students in the treatment and control groups, comparing characteristics of schools they attended in the year following the lottery provides indications of whether their school contexts varied (table 3).

Overall, students receiving scholarship offers attended smaller schools with more positive climates reported by their principals compared to students who did not receive offers. Average school enrollment was 254 for treatment group students and 379 for control group students. All 10 of the school climate measures reported by principals, such as the principal’s perceptions of student behavior, motivation to learn, and punctuality, parent support for student learning, and teacher expertise, expectations for learning, and support for low-performing students were higher for students in the treatment group.<sup>8</sup>

<sup>8</sup> The study administered principal surveys to all schools in DC in order to collect comparable data on school climate, teachers, and instruction across public and private schools.



**Table 3. Characteristics of schools attended by students in the OSP sample, one year after application**

Characteristic	Treatment group average	Control group average
Enrollment	254.1	378.8*
Percent African American	72.6	73.6
Percent Hispanic	17.6	19.0
Pupil–staff ratio	10.3	10.8*
<b>School climate (percentage of students whose principals reported the following were “very good” or “excellent”)</b>		
Student behavior and discipline	70.3	55.2*
Student motivation to learn	74.6	58.7*
Student attendance and punctuality	61.7	48.1*
Student preparation in subject areas	61.0	46.4*
Parental support for student learning	46.0	41.0*
<b>Teachers and instruction (percentage of students whose principals reported the following were “very good” or “excellent”)</b>		
Subject area expertise of teachers	88.1	69.3*
Instructional skills and abilities of teachers	85.2	67.5*
Teacher expectations for student learning	90.1	74.6*
Teacher attendance and punctuality	80.0	68.6*
Support for low-performing students	81.9	67.4*

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: Each student was assigned characteristics of their school in the relevant year, and schools were counted more than once if they had more than one student in the sample attending in that year.

SOURCE: Weighted by OSP student enrollment. Data related to private school characteristics are from the NCES Private School Survey, 2013–14. These characteristics may differ from private school characteristics previously reported because some participating private schools enrolled no OSP students, which gives them a weight of zero for these characteristics. Data for public schools are from the Common Core of Data, 2013–14. School climate and teachers/instruction data are from the study’s principal survey, one year after application.

## Data Sources

To estimate impacts, the study collected data on outcomes and characteristics of students, parents, and schools from a variety of sources (table 4). The program required parents (or guardians) to complete an application form to apply for a scholarship,<sup>9</sup> and the application process included baseline (pre-program) testing of students in reading and mathematics by the evaluation team. As a result, the study had nearly complete data about students and families at the time of application. Appendix B provides details on the study’s approach for collecting data from parents and students.

<sup>9</sup> It should be noted that all parents were asked to complete all application questions, and parents of pre-K students responding to survey items about satisfaction with their child’s school and perceptions of school safety may have been providing ratings for a range of settings including public preschool or home daycare.



## Impacts After One Year

**Table 4. Data sources**

Outcome	Source
Student achievement in reading and math	<i>TerraNova Third Edition</i> , grades K–12
Parent satisfaction with school	Parent survey
Parent perceptions of school safety	
Parent involvement with education at school	
Parent involvement with education in the home	
Student satisfaction with school	Student survey, grades 4–12
Student perceptions of school safety	

For its academic achievement outcome, the study chose reading and mathematics tests from the CTB-McGraw Hill *TerraNova Third Edition*.<sup>10</sup> These nationally normed standardized tests are vertically aligned and available for grades K–12. Depending on a student’s grade level, the reading and mathematics tests take approximately 90 minutes to administer. Students were tested at the time of application and the following spring, one year later. The first assessment provided a baseline test score that was used as an adjustment variable in estimating impacts.<sup>11</sup> For each of the three cohorts of students participating in the study, the first year of followup testing was conducted at the schools where students were enrolled during the spring after applying to the program—spring 2013 for the first cohort, in 2014 for the second cohort, and in 2015 for the third cohort (table 5). The spring data collection period was April to June and the number of days in the school year before each student was tested was taken into account in the measurement of program impacts.<sup>12</sup>

**Table 5. Study cohorts and years tested**

Cohort	Baseline (year of application)	First followup	Second followup	Third followup
1	2012	2013	2014	2015
2	2013	2014	2015	2016
3	2014	2015	2016	2017

The analysis presented in this report is based on students who completed tests in reading (for reading outcomes) and mathematics (for mathematics outcomes), students who completed the student survey, and parents who completed the parent survey. The overall response rate for student testing was 75 percent for mathematics and 76 percent for reading.<sup>13</sup> The response rates were 78 percent for the

<sup>10</sup> The District of Columbia administers its own standardized assessment in grades 3 through 8 and, during the early years of the evaluation, was administering an assessment in grade 10. However, aspects of the study precluded using these test scores for this study: the OSP statute required the evaluation to use a nationally normed assessment (while the DC one is not); private schools do not need to use the assessment; and the study has students in the entire K–12 grade range.

<sup>11</sup> Random assignment yields groups of students who are equivalent in theory, but measuring achievement at the time of application adds considerable statistical power to the estimation and adjusts for differences between treatment and control groups that arise due to chance variation.

<sup>12</sup> Of the students tested, the majority (96 percent) were tested during this window. There were a small number of instances that required later testing for students in year-round school programs. For every student, the amount of time since the start of the school year and when they were tested was computed and this number was included in the impact models.

<sup>13</sup> Treatment group response rates were 79 percent for the reading and mathematics tests. Control group response rates were 71 percent in reading and 70 percent in mathematics. These attrition rates and the parent survey attrition rates fall within the tolerance levels for randomized trials established by the What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/Handbooks>); however, the student survey attrition rates do not, as more students in the treatment group than students in the control group completed the survey, which may introduce bias when examining student survey-based outcomes. See appendix B for additional information on response rates.



parent survey and 61 percent for the student survey.<sup>14</sup> These rates are typical for studies that test students and survey parents, but nonetheless could affect the study's estimates if patterns of response differ between the group offered a scholarship and the group not offered a scholarship. The study looked for such differences but found none. Specifically, statistical tests of equivalence indicated that among respondents, there were no meaningful differences for baseline characteristics such as household income or achievement when comparing treatment and control groups for each of the analysis samples (e.g., see appendix table A-4). This suggests that patterns of nonresponse were similar in the two groups. However, these are tests of the equivalence of *observed* characteristics of students and parents; unobserved characteristics could differ and the extent to which attrition differs between the two groups also is a factor that could contribute to differences in unobserved characteristics. We note this possibility as a study limitation later in the chapter. The study also constructed nonresponse weights to align characteristics of responding students and parents to characteristics of students and parents at the time of application and applied them for its statistical calculations (see appendix B for details on how the study constructed weights).<sup>15</sup>

Test scores for students showed wide variability between grade levels. For example, first graders had an average reading score at the 61st percentile compared to the national norm. In contrast, eighth graders had an average reading score at the 30th percentile compared to the national norm (see table B-3 for details by grade level). This variability does not affect the methods used to estimate impacts of the program, which are described in the next section. The approach uses indicators for each grade level that allows the average first-grader, for example, to be at a different achievement level than the average eighth grader. It does affect how impacts are converted from raw scores provided by the publisher to percentiles used in the figures below. A raw score difference yields different estimates of a percentile difference depending on where the starting point lies on the achievement distribution. Appendix section B-4 provides details about the conversion to percentile scores.

## Approach for Measuring Impacts

The study's approach for estimating impacts was to model an outcome (e.g., mathematics achievement) as a function of student baseline test scores, their demographic characteristics, parent characteristics, and whether the student received an offer of a scholarship.<sup>16</sup> This estimate is referred to as the *intent-to-treat* impact. The offer of a scholarship created an intent for a student to be treated, which in this context means using the scholarship to attend a participating private school. A variant of this approach adjusted the intent-to-treat impact for actually using the scholarship, referred to as the *treatment-on-treated* impact. The legislation calls for the study to report this impact as well. The study used a straightforward adjustment procedure attributed to Bloom (1984), which involved dividing the

<sup>14</sup> Table A-3 in the appendix includes more detail about sample sizes and missing data for the study's outcomes and covariates.

<sup>15</sup> Weights also were constructed to adjust for the probability of selection into the treatment group (i.e., when it is not 50 percent) and to account for special efforts to collect outcome data from subsamples of nonrespondents to improve response rates. These weights are described in appendix B.

<sup>16</sup> See appendix B for a full list of the covariates used in the model.



intent-to-treat impact by the proportion of students who used scholarships.<sup>17</sup> The same model was used to estimate impacts for the safety and satisfaction outcomes, where these outcomes take on a value of either 0 or 1.<sup>18</sup> Impact estimates for subgroups were generated by adding interaction variables. Additional detail is presented in appendix B.

Because scale scores and effect sizes are difficult to interpret, the findings in this report present impact findings for student test scores in terms of the average change in percentiles. Percentile differences were calculated at each grade level and then weighted by the proportion of the sample at each grade level to yield the overall percentile change. The OSP impact is depicted as the difference in the percentile of average scores for the treatment group and the control group.<sup>19</sup> Additional details on the scale score findings, including *p*-values and effect sizes, are presented in appendix A.

## Limitations

The challenges of collecting data from the evaluation's sample of highly mobile students and parents could present some limitations on the findings. In particular, the proportion of students in grades 4 and above who completed the student surveys was relatively low, and the rates differed for those offered and those not offered scholarships. Thus, the estimated impacts on school satisfaction and perceptions of safety among students should be interpreted with caution. In contrast, completion rates for student testing and parent surveys meet IES' What Works Clearinghouse standards and the characteristics of responders for those offered and not offered scholarships are statistically similar. This suggests impacts on achievement and parent outcomes (school satisfaction, safety, and involvement) are unbiased, though it is possible they do not fully reflect the entire sample of students and parents who applied to the OSP.

Also, the OSP program operates only within the District of Columbia, which has a unique structure of governance and a rapidly growing charter-school sector. These features limit the study's generalizability to other locations. The same program operating in another city or state could yield different impacts. Impacts reported here are for the first year of the study and may differ from impacts in later years. Future reports will estimate impacts as students progress in school.

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<sup>17</sup> For example, if half the students used their scholarship and the intent-to-treat impact was 10, the treatment-on-treated impact would be 20—the intent-to-treat impact of 10 divided by the scholarship use rate of 50 percent.

<sup>18</sup> Although impacts on “binary” outcomes (those that take on only two values) are more classically estimated using logistic models, researchers increasingly use linear probability models because they yield the same results but the findings are easier to interpret. Estimates were compared with results from logistic models and the same levels of statistical significance were found.

<sup>19</sup> The models estimated impacts using scale scores rather than percentiles, which is why this change in percentiles is referred to as a depiction of the impact. Appendix B provides details on how the study computed percentile differences.



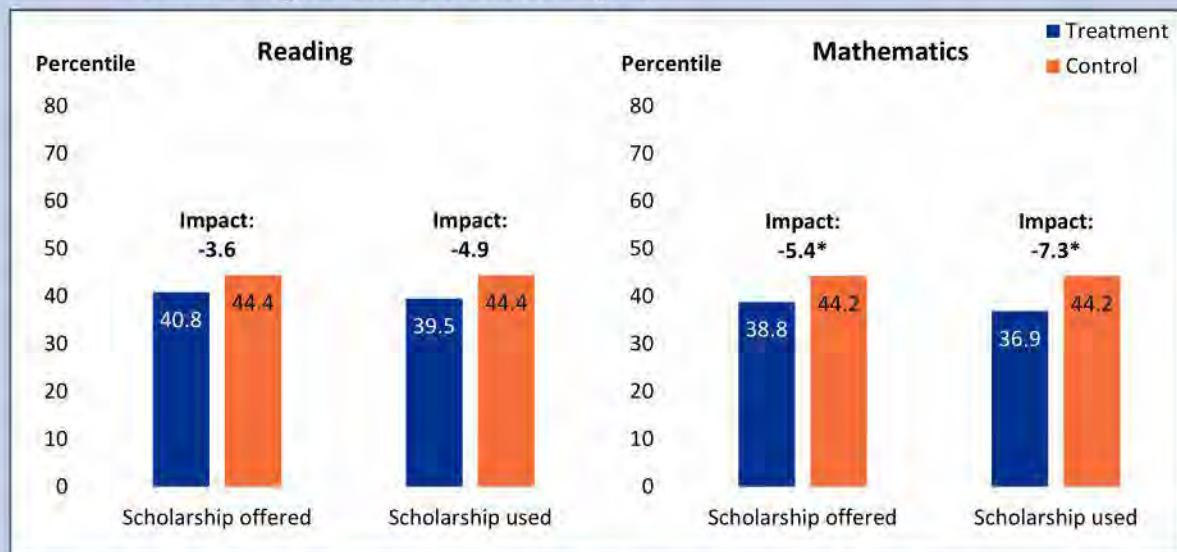
### 3. Impacts on Key Outcomes

#### Impacts on Reading and Mathematics Achievement

Improving academic achievement is a clear goal of the SOAR Act. The legislation notes public school students in DC perform well below national averages on reading and mathematics tests and gives priority in the OSP to serving students attending schools in need of academic improvement. The Act also requires that the evaluation measure the impact of the OSP on achievement and specifies the use of a standardized test to assess it.<sup>20</sup>

**Overall, students who were offered or used an OSP scholarship had significantly lower mathematics test scores but not reading test scores a year later.** Students in the group that received a scholarship offer scored 5.4 percentile points lower on the mathematics test and 3.6 percentile points lower on the reading test than students in the control group (figure 2) after one year. Only the difference in mathematics scores was statistically significant.<sup>21</sup>

**Figure 2. Impacts on reading and mathematics achievement (percentile scores) for scholarship offer and use, in first year**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: Sample size is 636 treatment group students and 441 control group students for reading and 634 treatment group students and 440 control group students for mathematics.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

<sup>20</sup> PL 112-10, Sec. 3009(a)(2)(B)(i) requires the evaluation to measure the impact of the program on student achievement. Sec. 3009(a)(3)(A) requires the use of a norm-referenced standardized test.

<sup>21</sup> It is common for studies to report the magnitudes of impacts using effect sizes, of which the most common is the ratio of the estimated impact to the standard deviation of the outcome. In this context, reading and mathematics score effect sizes are -0.09 and -0.12. Appendix A presents these impacts and their associated effect sizes.



Students using a scholarship scored 7.3 percentile points lower on the mathematics test, a statistically significant difference, and 4.9 percentile points lower on the reading test than students in the control group, a difference that was not statistically significant.

*Student Subgroups: Previously Attended a SINI or non-SINI School*

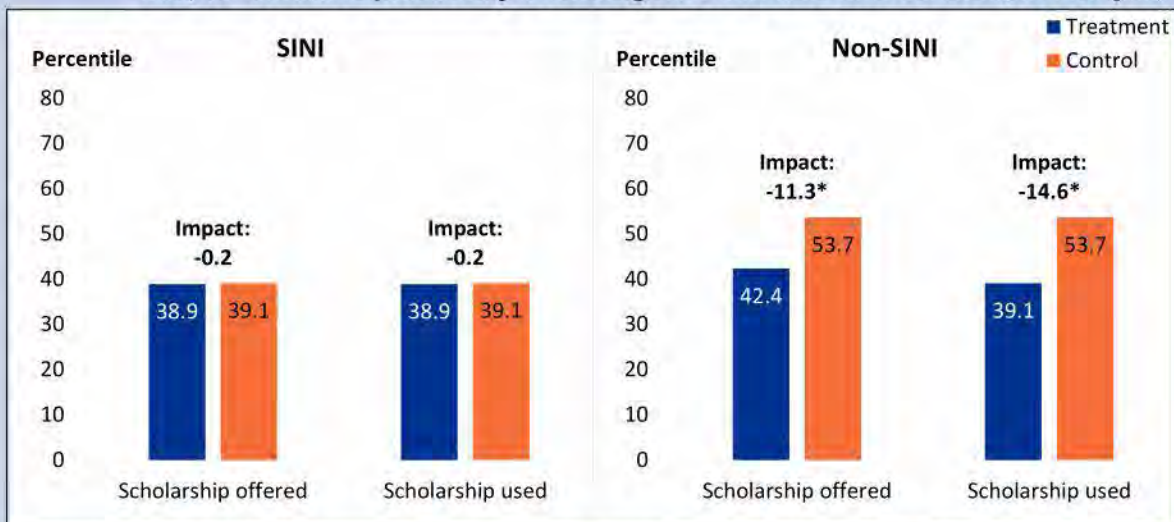
**Among those in the high-priority group of students who previously attended a low-performing SINI school, there were no statistically significant impacts on reading or mathematics test scores.** The proportion of all students who were enrolled in a SINI school when they initially applied for the scholarship was 71 percent. For students offered the scholarship, reading scores were 0.2 percentile points lower, and mathematics scores were 1.6 percentile points lower, compared with students who did not receive the offer (figure 3 and figure 4). The negative impacts (difference in test scores) of using an OSP scholarship were larger than for the scholarship offer but were also not statistically significant.<sup>22</sup>

**For students who previously attended non-SINI schools, there were statistically significant negative impacts in both reading and mathematics, for both scholarship offer and use.** Fewer than one third (29 percent) of students were enrolled in a non-SINI school when they applied to the OSP. For students offered the scholarship, reading scores were 11.3 percentile points lower, and mathematics scores were 14.1 percentile points lower, compared with students who did not receive the offer (figure 3 and figure 4). The statistically significant negative impacts of using a scholarship were 14.6 percentile points for reading scores and 18.3 percentile points for mathematics scores.

<sup>22</sup> Another perspective for examining subgroup impacts is to compare impacts of two subgroups and test whether differences between impacts are statistically significant. The question is not whether a subgroup impact was significant but whether it differs from the impact for the other group. Results of these tests are reported in the figure notes.



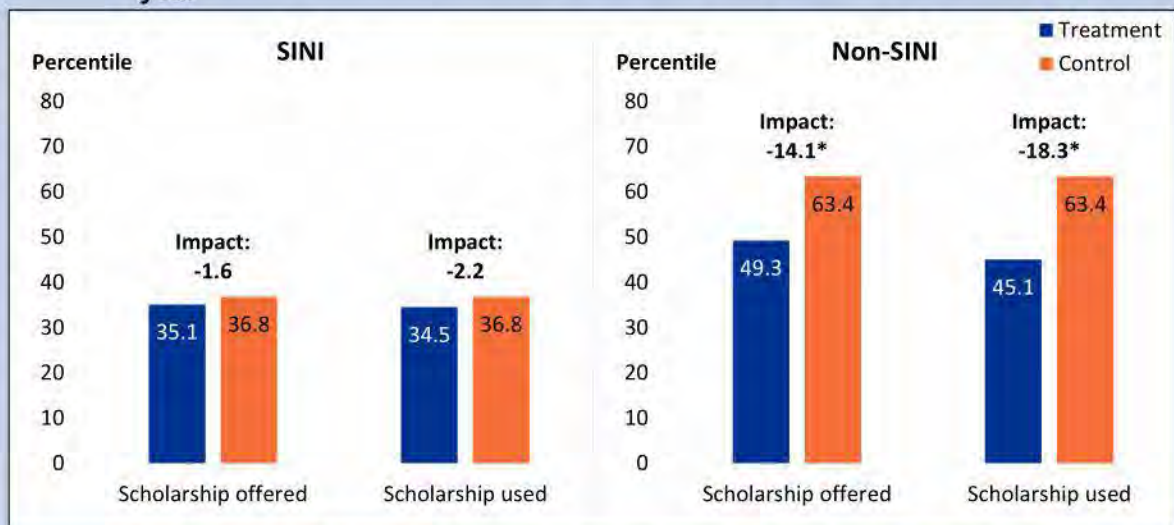
## Impacts After One Year

**Figure 3. Impacts on reading achievement (percentile scores) for scholarship offer and use, for students previously attending SINI and non-SINI schools, in first year**

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students in SINI and non-SINI schools is significant. At the time of application for the scholarship, students were attending a school designated as in need of improvement. Because students entering kindergarten could not be categorized as attending SINI schools, the analysis included them in the non-SINI group. Appendix C reports on a sensitivity analysis the study conducted in which kindergarten students were excluded from the analysis. Sample size is 476 treatment group students and 284 control group students in SINI schools and is 158 treatment group students and 156 control group students in non-SINI schools.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

**Figure 4. Impacts on mathematics achievement (percentile scores) for scholarship offer and use, for students previously attending SINI and non-SINI schools, in first year**

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students in SINI and non-SINI schools is significant. At the time of application for the scholarship, students were attending a school designated as in need of improvement. Because students entering kindergarten could not be categorized as attending SINI schools, the analysis included them in the non-SINI group. Appendix C reports on a sensitivity analysis the study conducted in which kindergarten students were excluded from the analysis. Sample size is 476 treatment group students and 284 control group students in SINI schools and is 158 treatment group students and 156 control group students in non-SINI schools.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

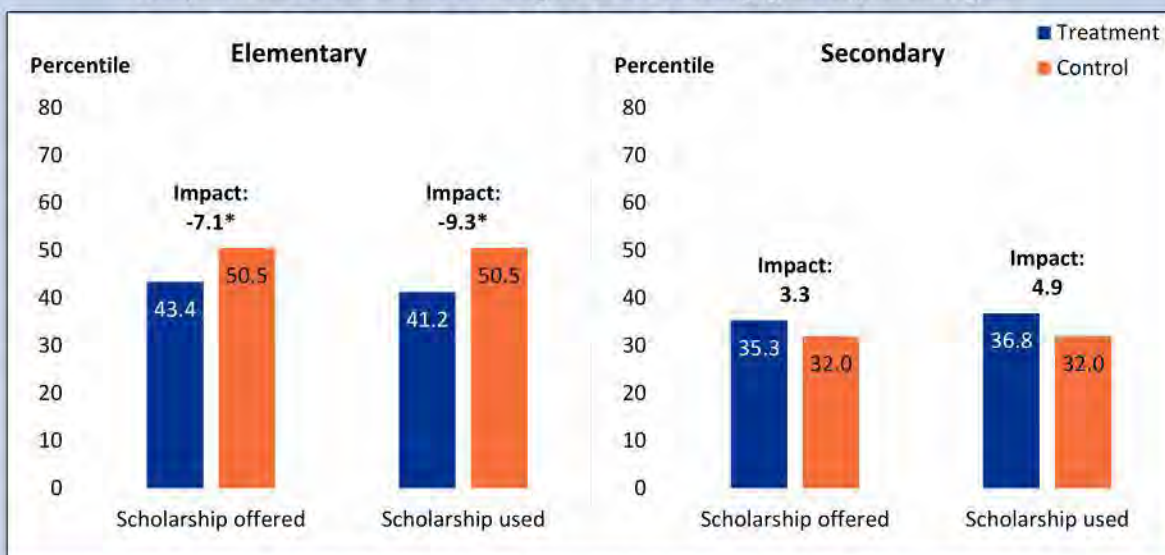


**Student Subgroups: Grade Level**

For students in elementary grades (K–5), there were statistically significant negative impacts in both reading and mathematics from being offered or using an OSP scholarship. The proportion of all students in elementary grades was 68 percent. For students offered the scholarship, reading scores were 7.1 percentile points lower (figure 5) and mathematics scores were 11.3 percentile points lower (figure 6) compared with students not offered the scholarship. The statistically significant negative impact of scholarship use for students in grades K–5 was 9.3 percentile points in reading and 14.7 percentile points in mathematics (figure 5 and figure 6).

For students in secondary grades (6–12) there were no statistically significant impacts on reading or mathematics test scores. The proportion of all students in secondary grades was 32 percent. For students offered the scholarship, reading scores were 3.3 percentile points higher (figure 5) and mathematics scores were 5.1 points higher (figure 6) compared with students not offered the scholarship. The impacts of scholarship use for students in in grades 6–12 were also positive but not statistically significant.

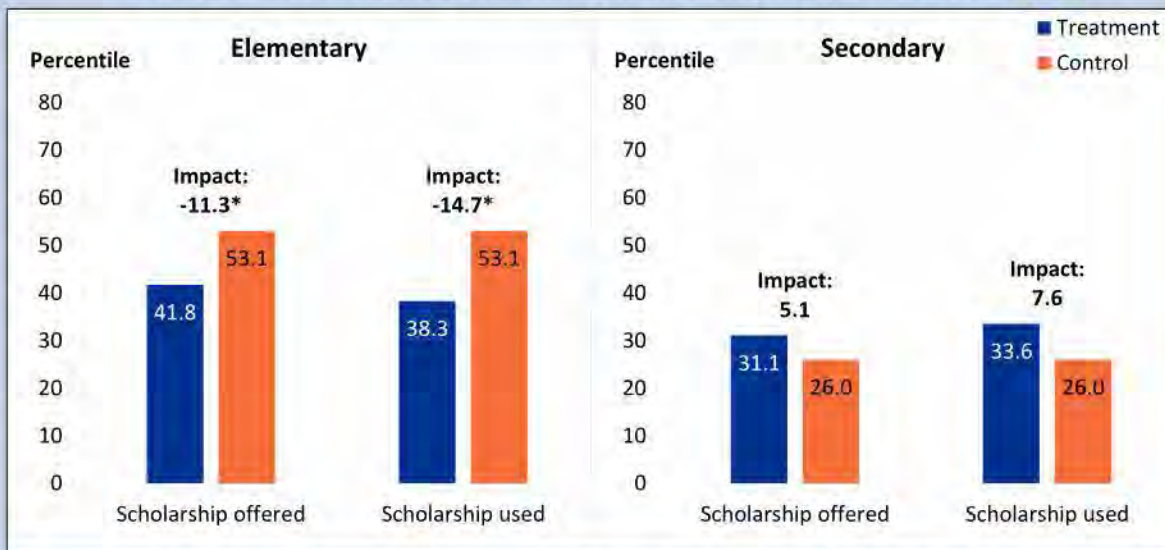
**Figure 5. Impacts on reading achievement (percentile scores) for scholarship offer and use, for students in elementary and secondary grades, in first year**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students in elementary and secondary grades is significant. Sample size is 422 treatment group students and 301 control group students in elementary grades and is 214 treatment group students and 140 control group students in secondary grades.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

**Figure 6. Impacts on mathematics achievement (percentile scores) for scholarship offer and use, for students in elementary and secondary grades, in first year**

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students in elementary and secondary grades is significant. Sample size is 421 treatment group students and 300 control group students in elementary grades and is 213 treatment group students and 140 control group students in secondary grades.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

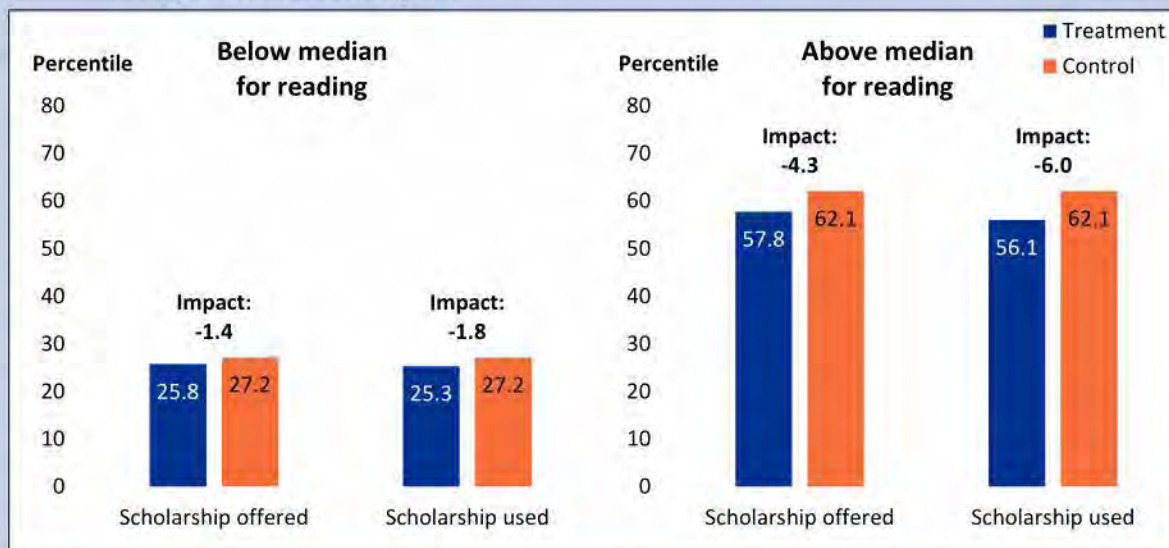
### ***Student Subgroup: High and Low Achievement***

**Students with lower achievement in reading at the time of application experienced statistically significant negative impacts on mathematics scores from being offered or using an OSP scholarship.** Among students who were below the median<sup>23</sup> for reading achievement at the time of application, mathematics scores for those offered the scholarship were 7.6 percentile points lower than for those who did not receive a scholarship offer. Mathematics scores were 9.8 percentile points lower for students who used the scholarship (figure 9). There were no other significant differences in impacts between students based on their initial achievement levels in reading and mathematics (figures 7, 8, and 10).

<sup>23</sup> High and low achievement subgroups were defined in relation to the median so about 50 percent of the sample was placed into each group.

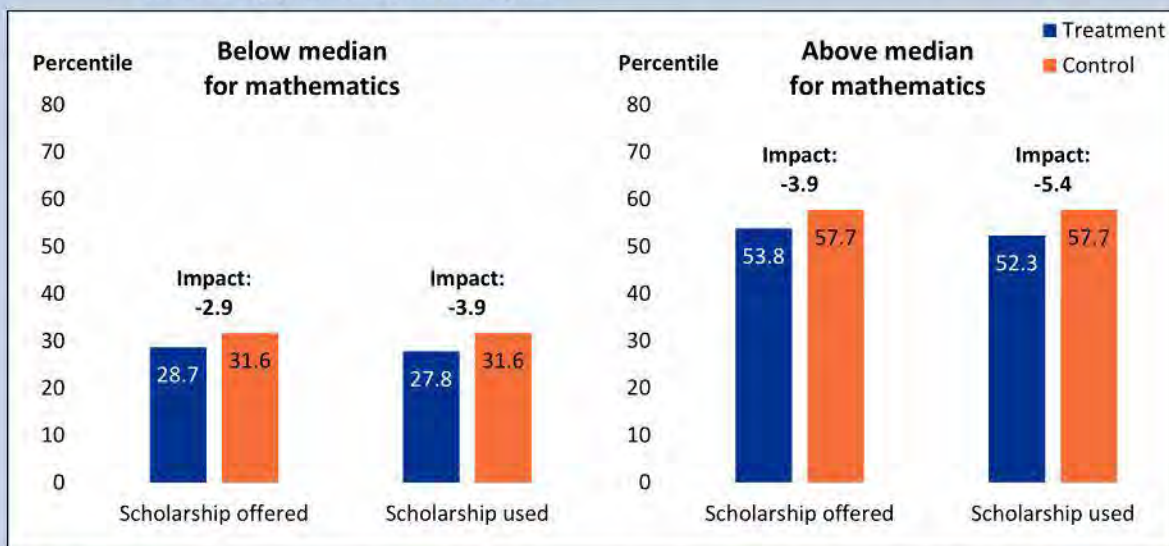


## Impacts After One Year

**Figure 7. Impacts on reading achievement (percentile scores) for scholarship offer and use, for students below and above median for reading achievement at time of application, in first year**

NOTE: The difference in the impact between students above and below the median is not significant. Sample size is 317 treatment group students and 206 control group students below the median and is 319 treatment group students and 235 control group students above the median.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

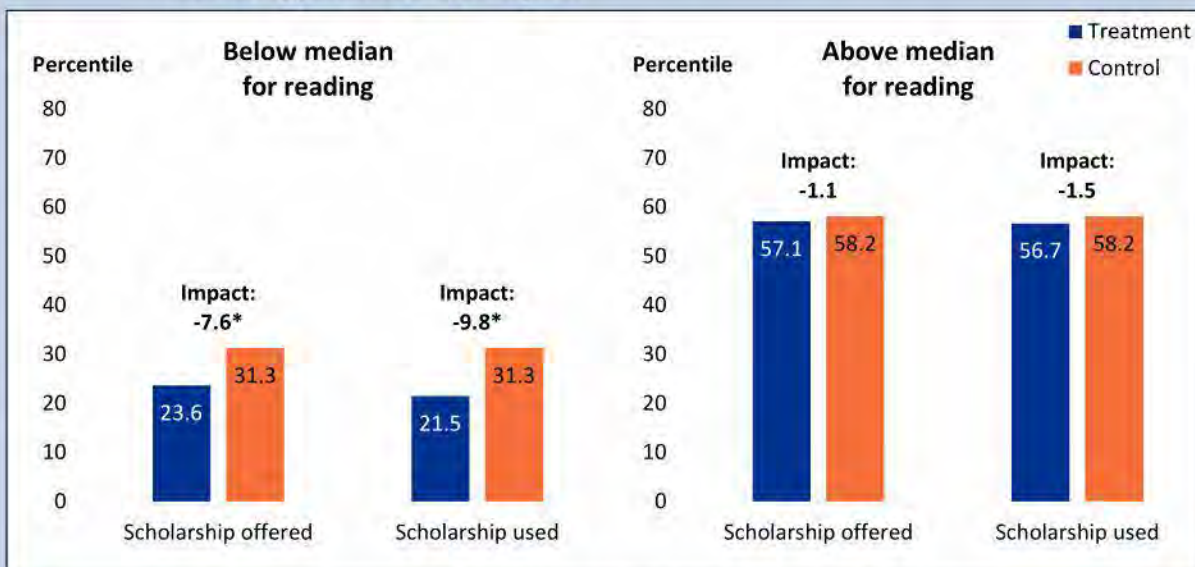
**Figure 8. Impacts on reading achievement (percentile scores) for scholarship offer and use, for students below and above median for mathematics achievement at time of application, in first year**

NOTE: The difference in the impact between students above and below the median is not significant. The sample size is 312 treatment group students and 214 control group students below the median and is 324 treatment group students and 227 control group students above the median.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.



**Figure 9. Impacts on mathematics achievement (percentile scores) for scholarship offer and use, for students below and above median for reading achievement at time of application, in first year**

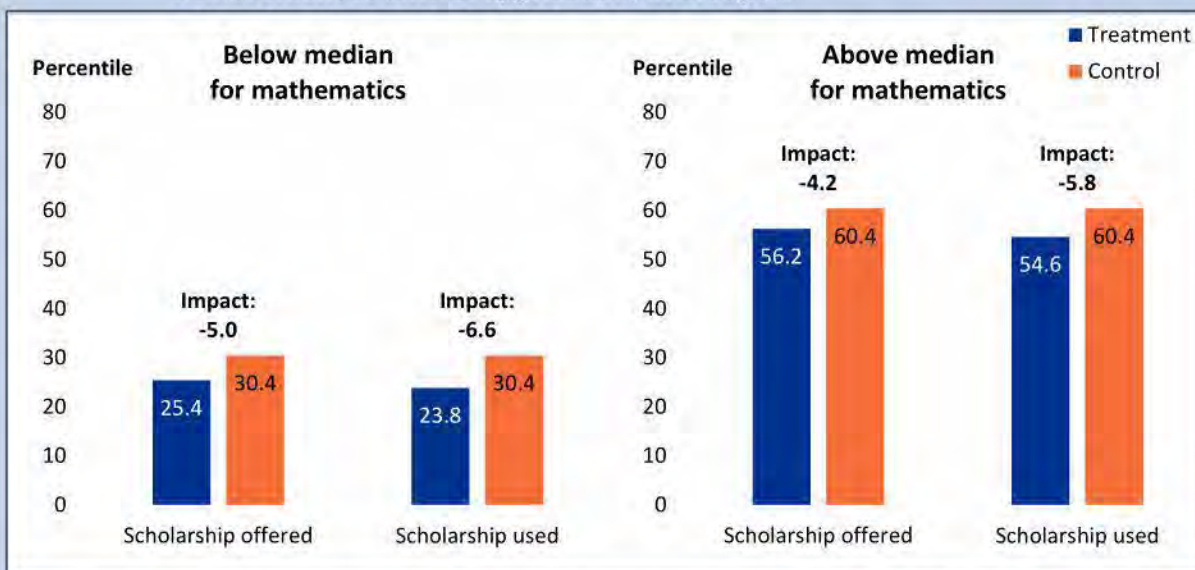


\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students above and below the median is not significant. Sample size is 315 treatment group students and 205 control group students below the median and is 319 treatment group students and 235 control group students above the median.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

**Figure 10. Impacts on mathematics achievement (percentile scores) for scholarship offer and use, for students below and above median for mathematics achievement at time of application, in first year**



NOTE: The difference in the impact between students above and below the median is not significant. The sample size is 310 treatment group students and 213 control group students below the median and is 324 treatment group students and 227 control group students above the median.

SOURCE: Estimated means and impacts were generated from the study's regression models, as described in chapter 2. Percentiles were calculated using grade-level norms and scale scores. The study administered the *TerraNova Third Edition*, reading and mathematics tests to DC students participating in the OSP evaluation, one year after application.

## Impacts on Parent and Student Satisfaction

The OSP legislation calls for the study to look at parent and student satisfaction with school. While OSP parents reported generally high satisfaction with their children's current schools at the time they were applying to the program (Dynarski, Betts, and Feldman 2016), research suggests that parents are more likely to report a high level of satisfaction when they have the opportunity to choose a school (Greene 2001). To obtain a general measure of satisfaction, the study administered surveys annually to parents and to students in grades 4–12 that asked them to give a grade to the school students were attending using a range from A to F. For this analysis, parent and student responses that gave the school a grade of A or B were compared with all other responses.<sup>24</sup>

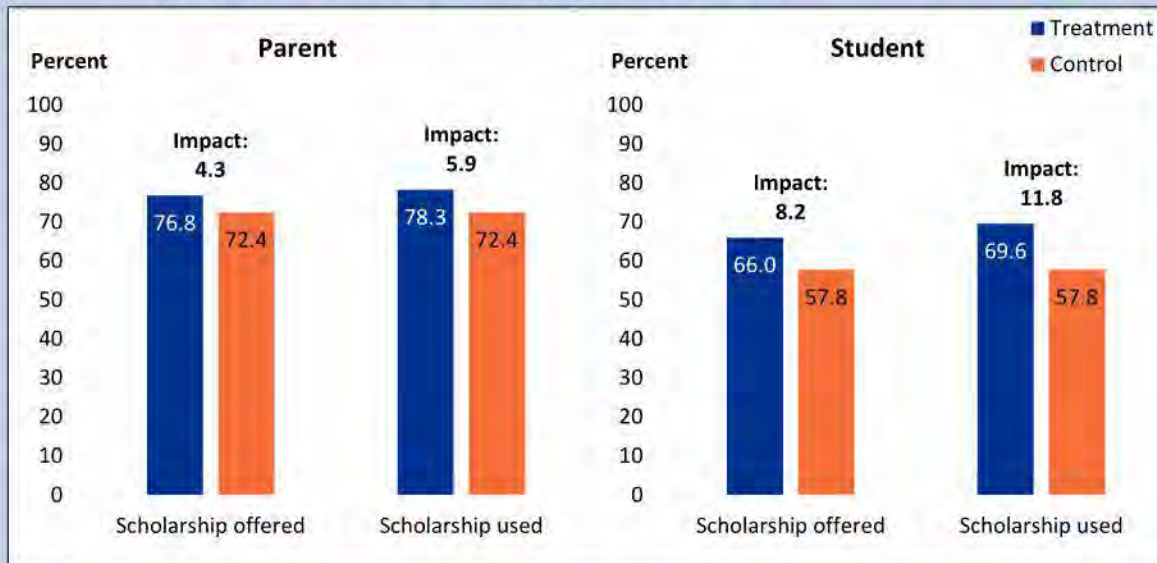
**The program did not have a statistically significant impact on parents' or students' general satisfaction with the child's school.** The proportion of parents giving their child's school an A or B was 4.3 percentage points higher for parents of students offered the scholarship compared to parents of students not offered the scholarship, or 76.8 percent compared to 72.4 percent, but the difference was not statistically significant (figure 11). Students' general satisfaction was 8.2 percentage points higher, with 66 percent of students offered the scholarship giving their school an A or B compared to 57.8 percent of students not offered the scholarship, but again the difference was not statistically significant.<sup>25</sup> Similarly, scholarship use had no statistically significant impact on parent or student satisfaction.

**There were no statistically significant impacts on general school satisfaction once parents and students were separated into subgroups.** Of the eight subgroup impacts estimated for parent and student satisfaction, none was statistically significant (appendix tables A-9 and A-10).

<sup>24</sup> The parent survey also asked parents to rate their satisfaction with 16 specific aspects of their child's school. Appendix C reports findings for these items. These supplemental measures will be explored further in upcoming reports.

<sup>25</sup> While the effect for students was over 8 percentage points, as noted previously, the study administered student surveys in grades 4–12 only. A total of 313 treatment group students and 176 control group students completed the survey. The smaller sample size means less power to detect effects. See section B-2 in appendix B for more information about minimum detectable effect sizes.



**Figure 11. Impacts on parent and student satisfaction (percent giving school an A or B grade) for scholarship offer and use, in first year**

NOTE: Sample size is 616 treatment group parents and 444 control group parents. The sample size is 270 treatment group students and 154 control group students.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent and student surveys for OSP evaluation, 2013–2015.

## Impacts on Parent and Student Perceptions of School Safety

The OSP legislation suggests that one purpose of the program is to address “shortfalls” in DC’s public school safety and calls for the study to look at parent and student perceptions of school safety. Indeed, school safety was a top priority for parents who applied for a scholarship (Dynarski et al. 2016). The annual surveys of parents and students in grades 4–12 ask about an overall perception of how safe the school is.<sup>26</sup> Parents and students were asked to rate the school as very safe, somewhat safe, or not safe. For this analysis, parent and student responses rating the school as very safe were compared to all others.

**Parents of students offered or using the scholarship were significantly more likely to say the school was very safe.** The proportion of parents indicating their child’s school was very safe was 12.8 percentage points higher for parents of students offered the scholarship (67.7 percent) compared to parents of students not offered the scholarship (54.9 percent) (figure 12). The percentage of students indicating their school was very safe was 4.8 percentage points higher for students offered the scholarship than for those not offered the scholarship, or 55.6 percent compared to 50.8 percent, but the effect is not statistically significant.

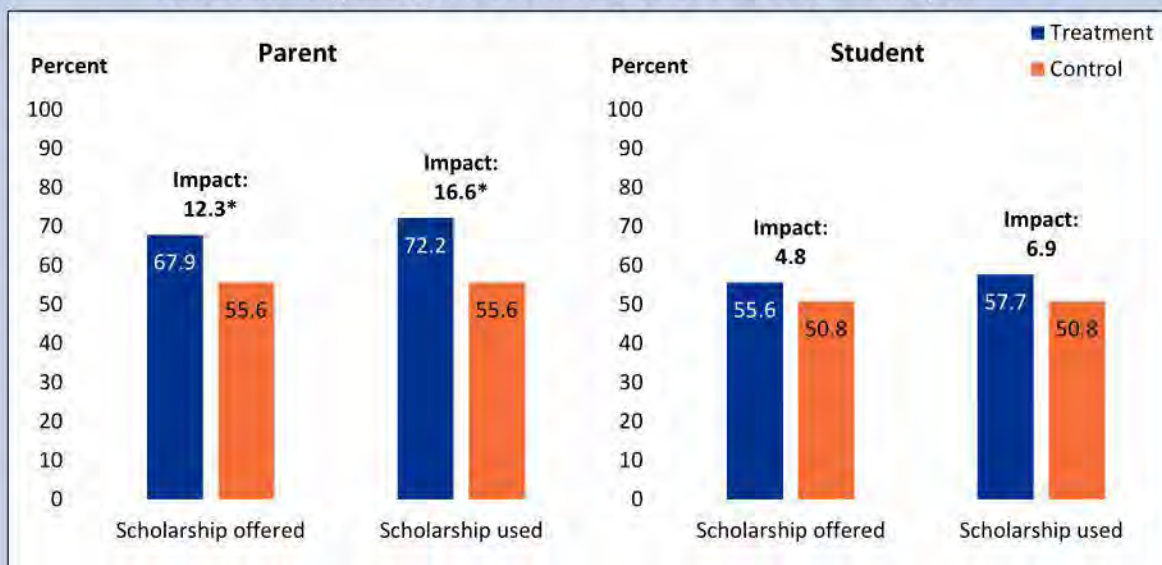
<sup>26</sup> The student survey also asked students about whether any of eight events had happened to them in school (e.g., being bullied, being threatened with violence, having things stolen, and being offered drugs). Appendix C reports findings for these items.



## Impacts After One Year

The positive impact of scholarship use on perceptions of school safety was 16.6 percentage points for parents and 6.9 percentage points for students. The impact on student perceptions of school safety is not statistically significant.

**Figure 12. Impacts on parent and student perceptions of school safety (percent rating school as very safe) for scholarship offer and use, in first year**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: Sample size is 616 treatment group parents and 439 control group parents. The sample size is 266 treatment group students and 155 control group students.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent and student surveys for OSP evaluation, 2013–2015.

The statistically significant positive impacts on parent perceptions of school safety were evident for six of the eight subgroups. Parents of students offered or using a scholarship were more likely to report their child's school was very safe if their child had attended a SINI school, was in elementary or secondary grades, had reading performance above the median, or had mathematics performance either below or above the median at the time of OSP application (appendix table A-11). Of the eight subgroup impacts on student perceptions of safety, none was statistically significant (appendix table A-12).

## Impacts on Parent Involvement in Education

The legislation calls for the study to look at the impacts of the program on parent involvement in education. Some studies have linked parent involvement to better academic achievement and fewer behavioral problems for students (Jeynes 2005; El Nokali, Bachman, and Votruba-Drzal 2010).

Parents responded to two sets of survey items that measured involvement with education at school and in the home. The first was a set of eight items for which parents indicated how often during the school year they interacted with the school in various ways, such as receiving report cards, receiving

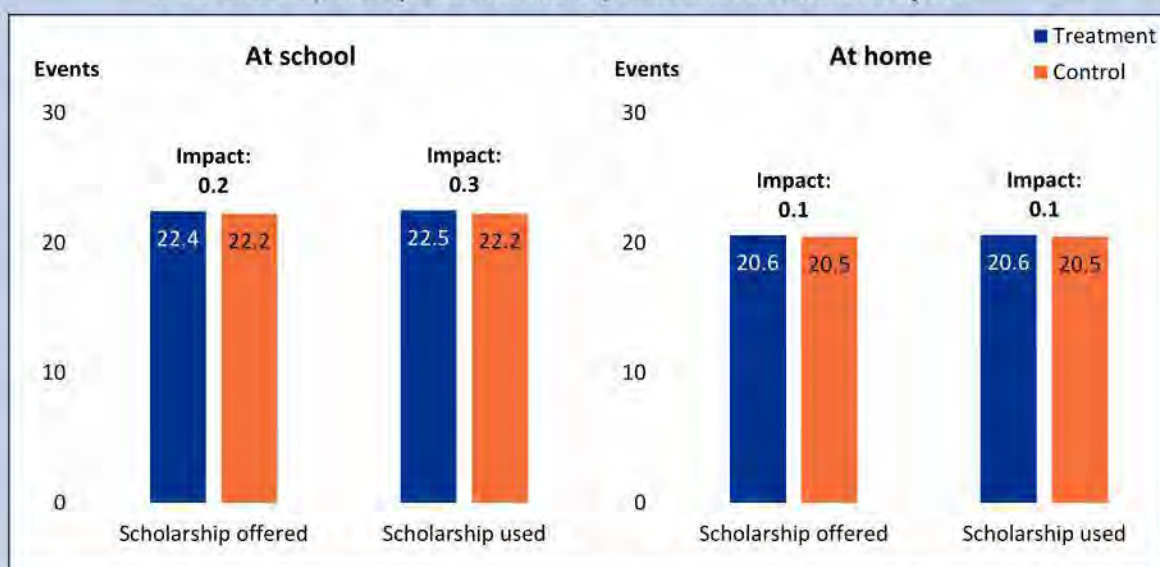


## Impacts After One Year

information from the school, communicating with teachers, attending conferences with teachers, attending school activities or meetings, and volunteering at the school or on class trips. The second included four survey items that asked parents about the frequency of various education-related activities with their child at home: helping with homework, helping with reading and mathematics that was not part of homework, talking about experiences in school, and working on a school project.<sup>27</sup>

**Overall, the program had no impact on the study's measures of parent involvement in education at school and in the home.** The number of school involvement events was 22.2 for the control group and 22.4 for the scholarship group, and the difference (0.2 events) was not statistically significant (figure 13). The number of education-related events at home was 20.5 for the control group and 20.6 for the scholarship group, and the difference (0.1 events) was not statistically significant. Similarly, scholarship use had no impact on parent involvement in education.

**Figure 13. Impacts on parent involvement in education at school and at home (number of events reported) for scholarship offer and use, in first year**



NOTE: Sample size for school involvement is 589 treatment group parents and 416 control group parents. The sample size for home involvement is 612 treatment group parents and 440 control group parents.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent surveys for OSP evaluation, 2013–2015.

**Parents of students in secondary grades (6–12) who received a scholarship offer or used a scholarship reported significantly more involvement with education in the home.** Parents of middle and high school students who were offered the scholarship reported 1.5 more education-in-the-home events per month than did parents with students in the same grades who were not offered the scholarship

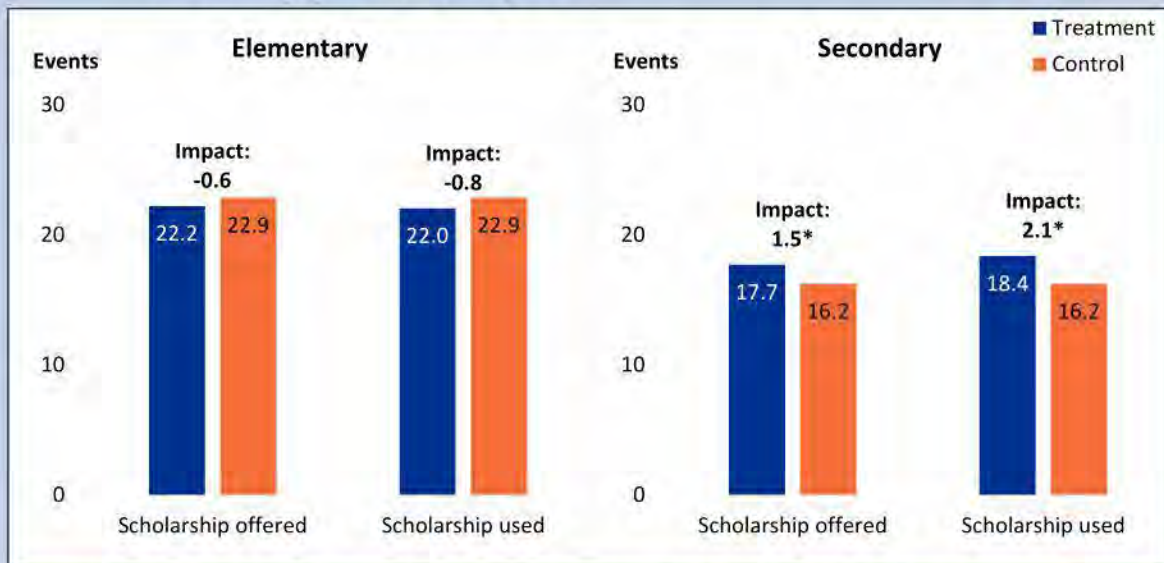
<sup>27</sup> Survey items on parent involvement were the same as administered in the previous OSP evaluation. While not part of a formally developed scale, the items asked about common parent activities and were similar to items on other parent surveys (e.g., National Household Education Survey). For each set of the parent involvement items or “scales,” the study team examined internal consistency of the items by calculating Cronbach’s alpha. The scale measuring parent involvement at school had a coefficient of 0.81, and the scale measuring parent involvement in education at home had a coefficient of 0.74. Alpha coefficients of .070 and above were within conventional ranges for assessing whether a scale is reliable (Nunnally and Bernstein, 1994).



## Impacts After One Year

(figure 14). The statistically significant impact of scholarship use for parents of students in secondary grades was 2.1 more home events per month. There were no significant impacts on educational involvement for parents of students in the seven other subgroups. The full set of subgroup impacts for parent involvement is presented in appendix tables A-13 and A-14.

**Figure 14. Impacts on parent involvement in education at home (number of events reported) for scholarship offer and use, for students in elementary and secondary grades, in first year**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: The difference in the impact between students in elementary and secondary grades is significant. Sample size is 397 treatment group parents and 278 control group parents for elementary grades and is 215 treatment group parents and 162 control group parents for secondary grades.

SOURCE: Estimated means and impacts were generated from study's regression models, as described in chapter 2. Parent surveys for OSP evaluation, 2013–2015.

## 4. Understanding Early Impacts

### Summary of Findings

The DC OSP provides scholarships that enable eligible students to enroll in private schools, in the District of Columbia, which agree to accept the scholarships. This congressionally mandated evaluation measured the program's impacts after one year on student achievement, parent and student satisfaction with schools, parent and student perceptions of school safety, and parent involvement with education. (The evaluation also will measure impacts after 2 years and 3 years, in future reports.) Impacts also were measured for eight subgroups, defined by whether students were attending schools in need of improvement or not when they applied for a scholarship, whether students were above or below average in reading, whether students were above or below average in mathematics, and whether students were entering grades K–5 or grades 6–12.

Because eligible applicants were selected through a random lottery process to receive scholarships, the evaluation was an experiment, and the impacts it measured can be attributed to the scholarship offer. The evaluation also estimated impacts for students who used their scholarship, which was about 70 percent of students who received a scholarship offer.

The findings indicate that students receiving and using scholarships had significantly lower mathematics test scores a year after they applied to the OSP than did students who did not receive a scholarship. The negative impact was equivalent to falling back 5.4 percentile points in the national distribution of test scores. The negative impact was larger for students who were not attending SINI schools at the time of application, and students entering a K–5 grade. Reading scores also were lower but not statistically significant for the overall sample, though they were statistically significant for students attending non-SINI schools at the time of application and for students entering a K–5 grade.

The program did not have an impact on parent or student satisfaction with the schools that children attended in the first year. Parents of students receiving scholarship offers were more likely to indicate they believed schools were very safe compared to parents of students who did not receive a scholarship. Parent involvement in education was not higher overall for the parents of students offered the scholarship, but parent involvement in education at home was higher among parents of students entering grades 6–12. Later reports will explore patterns in parent outcomes and what might explain them in more detail.

The program operates only within the District of Columbia, and its findings should be interpreted in that context. In the last decade, charter schools in DC have expanded rapidly, and traditional public schools in the district have been the subject of various reforms. Private school scholarship programs that operate in different contexts could yield different results.



## Exploring Hypotheses for Negative Impacts on Scores

The underlying basis for offering families choice is to enable them to choose schools that best suit their child's needs. A previous report from this study found that parents most commonly cited academic quality as their top priority in choosing a school (Dynarski et al. 2016). From the perspective of wanting students to have access to more positive educational outcomes, the study's findings that the program resulted in lower test scores raises questions about what factors can account for the negative impacts. The study explored three hypotheses for the program's negative impacts on test scores: (1) higher academic performance in schools attended by control group students, (2) instructional time differences between public and private schools, and (3) the potential negative effect of moving to a new school on academic achievement.

### *Did the Control Group Attend High-Performing DC Public Schools?*

Parents motivated enough to apply to the OSP might have found a way for their children to attend higher-performing public schools even if they did not win a scholarship through the lottery. This might help explain why students in the control group had higher *TerraNova* mathematics scores than students in the treatment group a year after they applied to the OSP.

To explore this hypothesis, the study compared the distribution of average proficiency rates for all public schools (including traditional public schools and charter schools) to the distribution of proficiency rates for DC public schools that students in the control group attended. During the years 2013–15, all schools in DC administered the DC Comprehensive Assessment System to students annually.<sup>28</sup> The average proficiency rate for each school is the total percentage of students scoring at either the proficient or advanced proficient level on the assessment, for all tests and grade levels. For control group students enrolled in public schools in the first year, the proficiency rate is the rate for the public school they attended at the time of followup.<sup>29</sup>

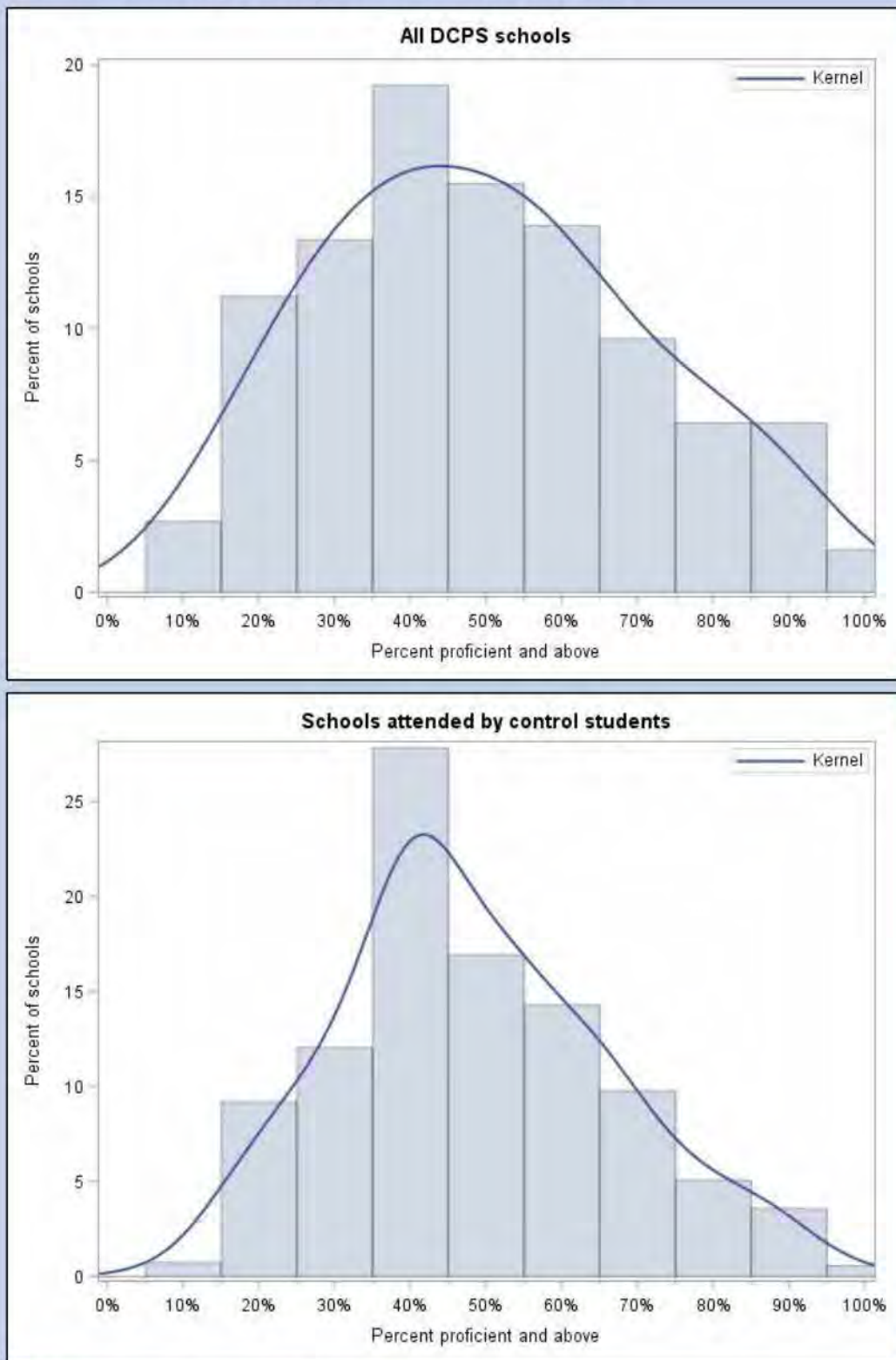
**Average student proficiency was not higher at schools attended by students in the study's control group than in DC overall.** If control group students attended higher-performing schools, their distribution would be to the right of the overall DC distribution of proficiency rates (figure 15). However, the distributions are similar, which means the study's control group students were attending average DC schools.<sup>30</sup> The line in the figure represents a kernel density plot, which shows a "smoothed" distribution of the proficiency rates.<sup>31</sup>

<sup>28</sup> Federal requirements call for annual testing in grades 3 through 8, but DC public schools also test students in 10th grade, and that information is used here. In the 2015–16 school year, the District began using the test created by the Partnership for Assessment of Reading for College and Careers (PARCC).

<sup>29</sup> Ten percent of control group students were enrolled in an OSP-participating private school in the first year after applying for the scholarship.

<sup>30</sup> A study of a voucher program in Louisiana found that students in the control group attended schools that were below average in the state (Abdulkadiroglu, Parthak, and Walters 2015).

<sup>31</sup> The kernel density was generated using a nonparametric function with the PROC SGPLOT procedure in SAS 9.4, which uses a standardized bandwidth between 0 and 100 to provide optimal smoothness of the curve.

**Figure 15. Distribution of average student proficiency rates**

SOURCE: DC Comprehensive Assessment System 2013–14.

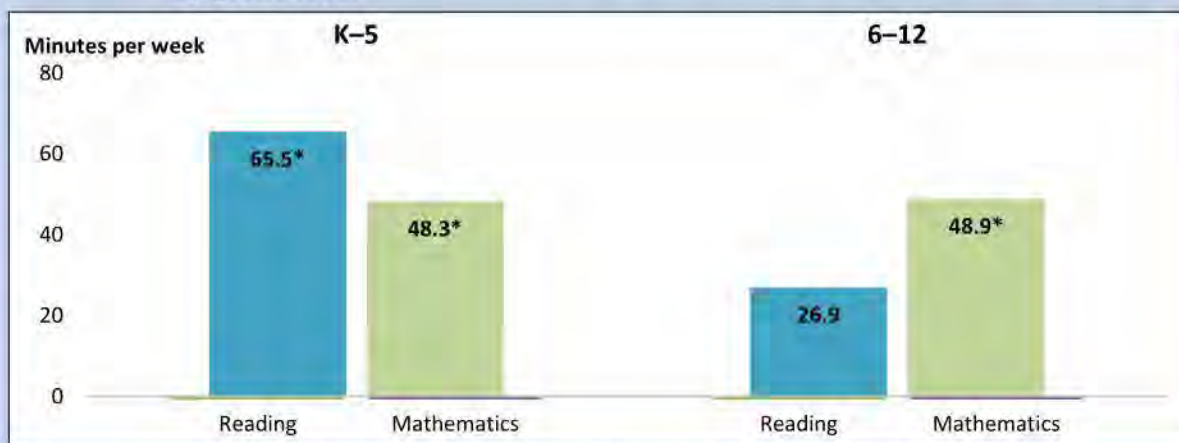


### *Did Instructional Time Vary Between Private and Public Schools?*

A previous report from the OSP evaluation found that on average OSP participating private school principals reported less instructional time in reading and mathematics than principals of public schools (Dynarski et al. 2016). Less instructional time could correlate with lower achievement levels. The previous report examined results from all public schools in DC, and the question here is whether instructional time differs for schools attended by students in the study's impact sample. The study's data on instructional time comes from a survey of school principals who provided minutes of instructional time for 3rd, 8th, and 11th grades. For students in other grades, the study assigned the instructional time for their school level—students in grades K–5 were assigned the 3rd-grade time, students in grades 6–8 were assigned the 8th-grade time, and students in grades 9–12 were assigned the 11th-grade time.<sup>32</sup> The analysis separates elementary grades (K–5) and secondary grades (6–12) to recognize different organizational structures of those grades, which may affect instructional time.

**Control group students in grades K–5 attended schools that offered significantly more reading instruction (65.5 minutes more per week) and mathematics instruction (48.3 minutes more per week) than did students in the treatment group.** Differences in instructional time are evident for both reading and mathematics and in both grades K–5 and 6–12 (figure 16). Control group students in grades 6–12 also attended schools offering more instruction, but differences were smaller than for students in grades K–5, 26.9 minutes in reading and 48.9 minutes in mathematics, and the difference for reading was not statistically significant. These differences could contribute to the OSP's negative impacts.

**Figure 16. Difference in average instructional time for treatment and control students, by grade level**



\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: Sample size for instructional time is 394 control group students and 511 treatment group students in grades K–5. The sample size is 160 control group students and 245 treatment group students in grades 6–12.

SOURCE: Principal Survey for OSP Evaluation, 2013–2015.

<sup>32</sup> This approach assumes that instructional time will not vary widely within a particular school level (i.e., grades K–5, 6–8, and 9–12), though the current evaluation does not provide data to examine this assumption. Principals whose schools included more than one of the grades provided information for both grades (none of the schools in the study included both 3rd grade and 11th grade).



***Could Moving to a New School Be a Factor in Achievement Impacts?***

As implemented, the OSP requires most students to change schools initially if they want to take advantage of their vouchers. One hypothesis for the first-year negative test score impacts is that students receiving scholarships are more likely than students in the control group to change schools and possibly experience negative achievement impacts from that shift. Research suggests that school moves frequently have negative consequences for academic achievement, though under certain circumstances moves may be beneficial (see, for example, Mehana and Reynolds 2004; Reynolds, Chen, and Herbers 2009; Schwartz, Stiefel, and Cordes 2015). Thus, it seemed worth exploring whether or not moves themselves were associated with negative achievement outcomes in the study sample.

The study explored this issue by first examining the incidence of school mobility among the treatment and control groups, and then using statistical methods (non-experimental) to see if changing schools is associated with changes in test scores and whether moves may be a “mediator” or factor in the negative achievement impacts described earlier.<sup>33</sup> The current study is not designed to measure whether or not changing schools causes students to perform better or worse on achievement tests.

**Among students in the treatment group, 82 percent had changed schools after one year, compared to 56 percent of students in the control group.** As expected, the offer of the scholarship led to higher rates of changing schools. While students in the treatment group changed schools more often than students in the control group, over half of the control group students (56 percent) also changed schools one year after applying for the scholarship.

**There was no statistically significant association between changing schools and student achievement in reading and mathematics.** The scholarship offer increased the probability of changing schools by about 30 percent. On its own, the relationship between changing schools and test scores was -4.5 to -5.6 scale points, with the larger value for mathematics (table 6). Combining these estimates suggests that a school move is not a strong mediator of OSP achievement impacts since the net mediating association is a reduction of 1.4 points in reading and 1.7 points in mathematics, which are not statistically significant, according to their *p*-values.<sup>34</sup>

<sup>33</sup> Applying the commonly used approach for estimating effects of mediators (Baron and Kenny 1986) here means estimating two statistics—(a) the effect of the offer on changing schools and (b) the relationship between changing schools and test scores. Whether a mediating pathway is found is tested by a *t*-test of the product of the estimates for a and b. See appendix B for more detail on this analysis.

<sup>34</sup> An alternative approach is to compare achievement impacts for students entering grades that require a transition to a new school (“transition” grade) to impacts for students entering “nontransition” grades, by interacting an indicator of whether a student is entering a transition grade with the treatment indicator. For example, students entering 6th grade typically are making a transition because many elementary schools end in 5th grade. If changing schools reduces scores on its own, impacts in transition grades will be less negative because treatment and control group students are on a more equal footing in terms of school moves. However, results show that impacts in transition grades (kindergarten, 6th grade, and 9th grade) are not less negative than in other grades (the estimated differences had *p*-values of 0.84 for reading and 0.39 for math). In fact, for math, the control group had *higher* scores in transition grades than in nontransition grades (*p* = .006), which is opposite the hypothesized direction. (School transitions among those in nontransition grades were common—47 percent of the control group and 77 percent of the treatment group in grades other than K, 6, and 9, changed schools.)

**Table 6. Results of mediation analysis**

	Reading		Mathematics	
	Estimate	Standard error	Estimate	Standard error
Effect of scholarship offer on changing school (a)	0.30	0.03	0.30	0.03
Effect of changing school on test score (b)	-4.51	2.69	-5.58	3.62
Reduction in score due to mediating pathway (a*b)	-1.37	0.83	-1.69	1.12
Statistical test of significance of mediating pathway (a*b)	$p = 0.10$		$p = 0.13$	

NOTE: Estimates are from a bootstrap with 5,000 samples. The mediating pathway is calculated for each sample and the distribution is used to calculate the standard error of the pathway. Analysis does not include students entering kindergarten at time of application. Kindergarten students were excluded from the estimation because all of them are leaving a pre-K program to enter kindergarten, which means they all experience a school change.



## References

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## Appendix A.

# Lottery Structure, Study Sample, and Impact Findings

### A-1. Lottery Structure

The OSP program statute specifies a higher probability of award for applicants in three priority groups: 1) siblings of students already participating in the program, 2) students attending a low-performing school in need of improvement (SINI) at the time of application, and 3) students offered a scholarship previously who did not use it. The relative probabilities for each group were determined by the Department of Education officials overseeing the program as follows:

- 25 percent higher probability for SINI and previous awardees who never used a scholarship, and
- 40 percent higher probability for applicants with a sibling already in the OSP.

The probabilities are stated in percentage terms rather than absolute terms and are applied relative to the probability for the “no priority” group. Because the number of eligible applicants in each group differed each year of the lottery, the absolute or actual probability of award for each priority group also differed somewhat but the relative priorities stayed the same across years (table A-1).

**Table A-1. Scholarship offers by priority group categories, by year and treatment status**

	Total	No priority (N=95)	Sibling already in program (N=70)	Attended SINI school or previous awardee never used (N=371)
<b>2012</b>				
Treatment	316	46	47	223
Control	220	49	23	148
Probability of award	59%	48%	67%	60%
<b>2013</b>				
Treatment	394	87	62	245
Control	324	103	36	185
Probability of award	55%	46%	64%	57%
<b>2014</b>				
Treatment	285	84	44	157
Control	232	95	24	113
Probability of award	55%	47%	65%	58%

NOTE: Students in more than one category (i.e., a sibling already in the program *and* enrolled in SINI school) were given the probability for the higher of the two categories.



## A-2. Characteristics of the Study Sample

**Table A-2. Characteristics of treatment and control groups at time of application (full sample)**

	Treatment			Control			Difference
	Sample size	Mean	Standard deviation	Sample size	Mean	Standard deviation	
Year of application							
First cohort (spring 2012)	995	30.0%	45.8	776	30.0%	45.8	0.0
Second cohort (spring 2013)	995	41.0	49.0	776	41.0	49.0	0.0
Third cohort (spring 2014)	995	29.0	45.0	776	29.0	45.0	0.0
Entering grade							
Kindergarten	995	23.0%	42.1	776	27.0%	44.4	4.0
Grade 1	995	12.0	32.0	776	10.0	31.0	-2.0
Grade 2	995	9.0	29.0	776	10.0	30.0	1.0
Grade 3	995	10.0	30.0	776	8.0	28.0	-2.0
Grade 4	995	8.0	27.0	776	8.0	28.0	0.0
Grade 5	995	6.0	24.0	776	5.0	23.0	-1.0
Grade 6	995	9.0	29.0	776	7.0	26.0	-2.0
Grade 7	995	6.0	24.0	776	6.0	23.0	0.0
Grade 8	995	4.0	20.0	776	5.0	22.0	1.0
Grade 9	995	6.0	23.0	776	8.0	27.0	2.0
Grade 10	995	4.0	18.0	776	4.0	19.0	0.0
Grade 11 or 12 <sup>1</sup>	995	3.0	16.0	776	3.0	16.0	0.0
Baseline academic performance							
Reading scale score at time of application	968	561.0	91.3	747	562.5	94.7	-1.5
Mathematics scale score at time of application	951	534.8	113.5	726	540.8	113.2	-6.0
Student demographics							
Student is female	995	49.0%	50.0	776	49.0%	50.0	0.0
Student is African American	995	84.0%	36.0	776	87.0%	34.0	-3.0
Student has disabilities or other challenges	995	15.0%	35.0	776	13.0%	33.0	2.0
Student attends a school in need of improvement	995	64.0%	48.0	776	63.0%	48.0	2.0
Student age difference from median age of grade	995	<0.1	0.5	776	<0.1	0.5	<0.1
Family characteristics							
Parent went to college	991	60.0%	49.0	768	59.0%	49.0	1.0
Parent gave school grade of A or B at time of application	870	59.0%	49.0	691	57.0%	50.0	2.0
Parent perception of school safety at time of application	890	74.0%	44.0	703	70.0%	46.0	4.0
Parent is employed at time of application	991	48.0%	50.0	769	47.0%	50.0	1.0
Family income in thousands at time of application	995	12.6	13.4	776	13.0	13.5	-0.4
Number of children in household at time of application	984	2.6	1.4	769	2.6	1.4	-0.1
Months at current address at time of application (in tens)	981	6.9	8.5	767	6.2	7.3	0.8*

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

<sup>1</sup>The percentages for grades 11 and 12 are combined due to small sample sizes.

**Table A-3. Sample size, valid sample, and percentage missing data**

	Treatment			Control		
	Sample size	Non-missing sample size	Percent missing	Sample size	Non-missing sample size	Percent missing
<b>Outcomes</b>						
Reading score	995	789	21	776	550	29
Mathematics score	995	786	21	776	546	30
Student reported satisfaction	462	303	34	345	168	51
Student reported safety	462	295	36	345	169	51
Parent overall satisfaction with child's school	995	759	24	776	536	31
Parent reported safety of school	995	755	24	776	528	32
Frequency of parent educational activities	995	753	24	776	526	32
Frequency of parent communications with school	995	721	28	776	500	36
<b>Covariates</b>						
Gender	995	995	0	776	776	0
Race	995	995	0	776	776	0
Reading score at time of application	995	968	3	776	747	4
Mathematics score at time of application	995	951	4	776	726	6
Attending a school in need of improvement	995	995	0	776	776	0
Whether student has a learning disability	995	995	0	776	776	0
Whether student has an individual education program (IEP)	995	995	0	776	776	0
Parent's education	995	991	0	776	768	1
Parent's employment status	995	991	0	776	769	1
Household income	995	995	0	776	776	0
Number of children in household	995	984	1	776	769	1
Number of months at current address	995	981	1	776	767	1
Parent satisfaction with school	995	968	3	776	754	3
Parent satisfaction with school safety	995	989	1	776	766	1
Days from September 1 to followup test	995	787	21	776	547	30



**Table A-4. Characteristics of treatment and control groups at time of application, for students who completed reading tests at followup**

	Treatment			Control			Difference
	Sample size	Mean	Standard deviation	Sample size	Mean	Standard deviation	
Year of application							
First cohort (spring 2012)	636	32.0%	46.6	441	26.0%	43.9	6.0
Second cohort (spring 2013)	636	40.0	49.0	441	44.0	50.0	-4.0
Third cohort (spring 2014)	636	28.0	45.0	441	30.0	46.0	-2.0
Entering grade							
Kindergarten	636	18.0%	38.4	441	20.0%	40.0	-2.0
Grade 1	636	13.0	34.0	441	12.0	33.0	1.0
Grade 2	636	9.0	29.0	441	11.0	31.0	-2.0
Grade 3	636	12.0	32.0	441	10.0	30.0	2.0
Grade 4	636	9.0	29.0	441	9.0	29.0	0.0
Grade 5	636	7.0	26.0	441	6.0	24.0	1.0
Grade 6	636	10.0	31.0	441	7.0	26.0	3.0
Grade 7	636	7.0	26.0	441	8.0	27.0	-1.0
Grade 8	636	4.0	21.0	441	7.0	26.0	-3.0
Grade 9	636	6.0	24.0	441	6.0	24.0	0.0
Grade 10	636	3.0	17.0	441	3.0	17.0	0.0
Grade 11 or 12 <sup>1</sup>	636	2.0	13.0	441	1.0	11.0	1.0
Test score							
Reading scale score at time of application	636	573.3	82.9	441	570.2	88.2	3.2
Mathematics scale score at time of application	636	544.0	108.9	441	544.0	109.3	0.0
Student characteristics							
Student is female	636	49.0%	50.0	441	49.0%	50.0	0.0
Student is African American	636	86.0%	34.0	441	85.0%	35.0	1.0
Student has disabilities or other challenges	636	12.0%	33.0	441	10.0%	30.0	2.0
Student attends a school in need of improvement	636	72.0%	45.0	441	68.0%	47.0	4.0
Student age difference from median age of grade	636	<0.1	0.5	441	<0.1	0.5	<-0.1
Family characteristics							
Parent went to college	636	61.0%	49.0	441	59.0%	49.0	2.0
Parent gave school grade of A or B at time of application	636	58.0%	49.0	441	57.0%	50.0	1.0
Parent perception of school safety at time of application	636	75.0%	43.0	441	68.0%	47.0	7.0*
Parent is employed at time of application	636	47.0%	50.0	441	46.0%	50.0	1.0
Family income in thousands at time of application	636	12.3	13.0	441	13.3	13.3	-1.0
Number of children in household at time of application	636	2.5	1.4	441	2.7	1.4	-0.2*
Months at current address at time of application (in tens)	636	6.9	9.0	441	6.0	7.4	1.0

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

<sup>1</sup>The percentages for grades 11 and 12 are combined due to small sample sizes.

NOTE: This table shows baseline characteristics for the treatment and control groups, for those students who completed the reading achievement test. This table therefore describes the analysis sample for reading outcomes. Just seven students (three in the treatment group and four in the control group) completed the reading but not the mathematics achievement test, so the analysis sample for mathematics outcomes is very similar.



**Table A-5. Characteristics of treatment and control groups at time of application, for parents who completed surveys at followup**

	Treatment			Control			Difference
	Sample size	Mean	Standard deviation	Sample size	Mean	Standard deviation	
Year of application							
First cohort (spring 2012)	616	29.1%	45.4	444	25.4%	43.5	3.8
Second cohort (spring 2013)	616	41.7	49.3	444	44.0	49.6	-2.3
Third cohort (spring 2014)	616	29.2	45.5	444	30.6	46.1	-1.5
Entering grade							
Kindergarten	616	18.0%	38.4	444	17.8%	38.2	0.2
Grade 1	616	11.6	32.0	444	10.3	30.4	1.3
Grade 2	616	10.2	30.3	444	10.8	31.0	-0.6
Grade 3	616	11.8	32.3	444	7.6	26.4	4.3*
Grade 4	616	8.5	27.9	444	9.7	29.7	-1.3
Grade 5	616	6.0	23.7	444	5.8	23.4	0.2
Grade 6	616	10.9	31.1	444	9.1	28.8	1.7
Grade 7	616	6.2	24.2	444	6.0	23.7	0.2
Grade 8	616	4.5	20.8	444	6.9	25.3	-2.4
Grade 9	616	6.6	24.8	444	9.4	29.1	-2.8
Grade 10	616	2.7	16.1	444	4.4	20.5	-1.7
Grade 11 or 12 <sup>1</sup>	616	3.1	17.2	444	2.2	14.6	0.9
Test score							
Reading scale score at time of application	616	572.9	84.7	444	579.2	88.8	-6.3
Mathematics scale score at time of application	616	544.0	109.9	444	556.3	106.6	-12.3
Student characteristics							
Student is female	616	48.4%	50.0	444	47.3%	49.9	1.1
Student is African American	616	86.0%	34.7	444	86.3%	34.4	-0.3
Student has disabilities or other challenges	616	15.7%	36.4	444	13.4%	34.0	2.3
Student attends a school in need of improvement	616	69.9%	45.9	444	68.6%	46.4	1.3
Student age difference from median age of grade	616	<0.1	0.5	444	<0.1	0.5	<0.1
Family characteristics							
Parent went to college	616	61.9%	48.6	444	62.1%	48.5	-0.2
Parent gave school grade of A or B at time of application	616	59.3%	49.1	444	55.7%	49.7	3.6
Parent perception of school safety at time of application	616	75.2%	43.2	444	68.9%	46.3	6.2*
Parent is employed at time of application	616	48.1%	50.0	444	46.2%	49.9	2.0
Family income in thousands at time of application	616	12.8	13.1	444	13.1	13.3	-0.3
Number of children in household at time of application	616	2.5	1.3	444	2.7	1.4	-0.2*
Months at current address at time of application (in tens)	616	7.2	8.9	444	6.2	7.6	1.0

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

<sup>1</sup>The percentages for grades 11 and 12 are combined due to small sample sizes.

NOTE: This table shows baseline characteristics for the treatment and control groups, for parents who completed the parent survey.

**Table A-6. Characteristics of treatment and control groups at time of application, for students who completed surveys at followup**

	Treatment			Control			Difference
	Sample size	Mean	Standard deviation	Sample size	Mean	Standard deviation	
Year of application							
First cohort (spring 2012)	270	40.9%	49.2	154	38.7%	48.7%	2.2
Second cohort (spring 2013)	270	31.6	46.5	154	28.8	45.3%	2.8
Third cohort (spring 2014)	270	27.5	44.6	154	32.5	46.8%	-5.0
Entering grade							
Grade 4	270	21.6%	41.2	154	21.9%	41.3%	-0.2
Grade 5	270	16.7	37.3	154	15.3	36.0	1.4
Grade 6	270	14.8	35.5	154	11.0	31.3	3.8
Grade 7	270	13.1	33.8	154	12.5	33.0	0.7
Grade 8	270	7.6	26.6	154	10.7	30.9	-3.0
Grade 9	270	13.5	34.2	154	17.3	37.8	-3.7
Grade 10	270	7.4	26.1	154	9.0	28.6	-1.6
Grade 11 or 12 <sup>1</sup>	270	5.2	22.2	154	2.5	15.5	2.8
Test score							
Reading scale score at time of application	270	637.8	46.2	154	645.3	43.4	-7.5
Mathematics scale score at time of application	270	629.9	68.4	154	638.1	58.3	-8.2
Student characteristics							
Student is female	270	49.5%	50.0	154	52.5%	49.9	-3.0
Student is African American	270	85.8%	34.9	154	83.7%	36.9	2.1
Student has disabilities or other challenges	270	15.5%	36.2	154	11.6%	32.0	3.9
Student attends a school in need of improvement	270	89.8%	30.3	154	89.4%	30.8	0.3
Student age difference from median age of grade	270	<0.1	0.6	154	<0.1	0.7	<0.1
Family characteristics							
Parent went to college	270	58.0%	49.4	154	63.6%	48.1	-5.6
Parent gave school grade of A or B at time of application	270	56.3%	49.6	154	49.7%	50.0	6.6
Parent perception of school safety at time of application	270	73.2%	44.3	154	65.4%	47.6	7.8
Parent is employed at time of application	270	47.6%	49.9	154	43.4%	49.6	4.2
Family income in thousands at time of application	270	12.6	13.4	154	11.4	12.7	1.2
Number of children in household at time of application	270	2.5	1.3	154	2.8	1.4	-0.3
Months at current address at time of application (in tens)	270	7.4	9.8	154	6.9	9.0	0.6

<sup>1</sup>The percentages for grades 11 and 12 are combined due to small sample sizes.

NOTE: This table shows baseline characteristics for the treatment and control groups, for students who completed the student survey.



### A-3. Impact Findings by Outcome and Student Subgroups

**Table A-7. Impact estimates of the offer and use of a scholarship on reading test scores after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean scale score	Control group mean scale score	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	601.78	605.78	-4.00	-0.09	-5.42	-0.12	0.12
<b>Subgroups</b>							
SINI	621.96	622.13	-0.17	0.00	-0.24	-0.01	0.96
Not SINI	552.64	565.13	-12.49*	-0.29	-16.14*	-0.38	0.01
Difference			12.32*				0.05
Elementary students	575.63	583.32	-7.69*	-0.17	-10.07*	-0.22	0.01
Middle/high school students	655.70	651.88	3.82	0.08	5.55	0.12	0.45
Difference			-11.51*				0.05
Reading performance below median	583.84	585.77	-1.93	-0.04	-2.54	-0.06	0.64
Reading performance above median	618.68	623.51	-4.83	-0.14	-6.73	-0.20	0.11
Difference			2.89				0.56
Mathematics performance below median	582.31	586.14	-3.83	-0.09	-5.08	-0.11	0.34
Mathematics performance above median	619.11	623.51	-4.40	-0.12	-6.06	-0.17	0.15
Difference			0.56				0.91

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

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**Table A-8. Impact estimates of the offer and use of a scholarship on mathematics test scores after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean scale score	Control group mean scale score	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	580.69	587.28	-6.59*	-0.12	-8.92*	-0.17	0.03
<b>Subgroups</b>							
SINI	603.73	605.41	-1.97	-0.04	-2.71	-0.05	0.59
Not SINI	524.80	541.47	-16.67*	-0.32	-21.55*	-0.41	<0.01
Difference			14.70*				0.03
Elementary students	542.02	554.86	-12.84*	-0.25	-16.82*	-0.32	0.00
Middle/high school students	660.00	653.33	6.67	0.11	9.69	0.16	0.25
Difference			-19.51*				<0.01
Reading performance below median	560.12	571.57	-11.45*	-0.21	-15.03*	-0.27	0.02
Reading performance above median	600.00	601.25	-1.25	-0.03	-1.74	-0.04	0.74
Difference			-10.20				0.10
Mathematics performance below median	557.95	566.00	-8.05	-0.15	-10.67	-0.20	0.10
Mathematics performance above median	601.90	606.72	-4.82	-0.11	-6.65	-0.15	0.21
Difference			-3.23				0.61

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

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**Table A-9. Impact estimates of the offer and use of a scholarship on parent satisfaction after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean percentage	Control group mean percentage	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	76.8	72.4	4.3	0.10	5.9	0.13	0.12
<b>Subgroups</b>							
SINI	74.1	70.1	4.0	0.09	5.5	0.12	0.25
Not SINI	82.9	77.7	5.1	0.12	6.6	0.16	0.28
Difference			-1.1				0.85
Elementary students	78.6	74.0	4.6	0.10	6.0	0.13	0.21
Middle/high school students	73.6	69.7	3.9	0.09	5.7	0.12	0.40
Difference			0.6				0.92
Reading performance below median	74.9	66.9	8.0	0.17	10.6	0.22	0.06
Reading performance above median	78.0	77.2	0.8	0.02	1.1	0.02	0.84
Difference			7.3				0.20
Mathematics performance below median	73.1	68.1	5.1	0.11	6.7	0.14	0.23
Mathematics performance above median	80.3	77.0	3.3	0.08	4.5	0.11	0.38
Difference			1.8				0.75



## Impacts After One Year

**Table A-10. Impact estimates of the offer and use of a scholarship on student satisfaction after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean percentage	Control group mean percentage	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	66.0	57.8	8.2	0.17	11.8	0.24	0.09
<b>Subgroups</b>							
SINI	67.0	57.7	9.4	0.19	13.2	0.27	0.08
Not SINI	53.7	53.7	<-0.1	<-0.01	<-0.1	<-0.01	1.00
Difference			9.4				0.55
Elementary students	80.1	67.9	12.2	0.26	16.0	0.34	0.10
Middle/high school students	57.6	51.8	5.7	0.11	8.3	0.17	0.38
Difference			6.5				0.51
Reading performance below median	66.9	56.5	10.3	0.21	14.5	0.29	0.14
Reading performance above median	63.0	56.4	6.6	0.13	9.7	0.19	0.33
Difference			3.8				0.69
Mathematics performance below median	66.9	61.6	5.3	0.11	7.5	0.15	0.45
Mathematics performance above median	65.9	55.3	10.6	0.21	15.6	0.31	0.11
Difference			-5.3				0.58

## Impacts After One Year

**Table A-11. Impact estimates of the offer and use of a scholarship on parent perceptions that school is very safe after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean percentage	Control group mean percentage	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	67.9	55.6	12.3*	0.25	16.6*	0.33	<0.01
<b>Subgroups</b>							
SINI	65.7	52.0	13.7*	0.27	18.8*	0.38	<0.01
Not SINI	74.1	65.1	9.0	0.19	11.6	0.24	0.10
Difference			4.7				0.49
Elementary students	70.8	60.0	10.8*	0.22	14.2*	0.29	0.01
Middle/high school students	64.0	48.9	15.1*	0.30	21.9*	0.44	<0.01
Difference			-4.3				0.52
Reading performance below median	66.5	57.7	8.8	0.18	11.6	0.23	0.05
Reading performance above median	68.7	53.4	15.4*	0.31	21.4*	0.43	<0.01
Difference			-6.5				0.30
Mathematics performance below median	65.7	55.6	10.2*	0.20	13.5*	0.27	0.03
Mathematics performance above median	71.0	56.8	14.1*	0.28	19.5*	0.39	<0.01
Difference			-4.0				0.53

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.



## Impacts After One Year

**Table A-12. Impact estimates of the offer and use of a scholarship on student perceptions that school is very safe after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean percentage	Control group mean percentage	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	55.6	50.8	4.8	0.10	6.9	0.14	0.36
<b>Subgroups</b>							
SINI	56.0	47.8	8.3	0.17	11.6	0.23	0.14
Not SINI	50.4	71.3	-20.9	-0.46	-39.2	-0.86	0.17
Difference			29.2				0.08
Elementary students	62.2	57.7	4.5	0.09	6.4	0.13	0.58
Middle/high school students	50.3	45.3	5.0	0.10	7.2	0.14	0.46
Difference			0.4				0.97
Reading performance below median	57.6	54.7	2.9	0.06	4.0	0.08	0.71
Reading performance above median	54.7	47.8	6.9	0.14	10.2	0.21	0.35
Difference			-4.0				0.71
Mathematics performance below median	57.9	53.2	4.7	0.09	6.6	0.13	0.56
Mathematics performance above median	53.1	48.1	5.0	0.10	7.4	0.15	0.47
Difference			0.4				0.97

## Impacts After One Year

**Table A-13. Impact estimates of the offer and use of a scholarship on parent involvement in school after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean number of events	Control group mean number of events	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	22.4	22.2	0.2	0.02	0.3	0.03	0.74
<b>Subgroups</b>							
SINI	22.1	21.3	0.8	0.08	1.1	0.11	0.28
Not SINI	23.1	24.4	-1.2	-0.12	-1.6	-0.15	0.24
Difference			2.0				0.11
Elementary students	23.7	24.2	-0.5	-0.05	-0.7	-0.06	0.53
Middle/high school students	20.2	18.7	1.5	0.18	1.9	0.23	0.06
Difference			-2.0				0.08
Reading performance below median	22.5	21.8	0.7	0.07	1.0	0.09	0.42
Reading performance above median	22.3	22.7	-0.4	-0.04	-0.5	-0.05	0.61
Difference			1.2				0.31
Mathematics performance below median	21.9	22.2	-0.3	-0.03	-0.4	-0.04	0.71
Mathematics performance above median	22.9	22.4	0.5	0.05	0.7	0.07	0.53
Difference			-0.7				0.55

## Impacts After One Year

**Table A-14. Impact estimates of the offer and use of a scholarship on parent involvement at home after one year**

	Impact of scholarship offer (ITT)				Impact of scholarship use (TOT)		
	Treatment group mean number of events	Control group mean number of events	Difference (estimated impact)	Effect size	Adjusted impact estimate	Effect size	p-value of estimates
Full sample	20.6	20.5	0.1	0.01	0.1	0.02	0.80
<b>Subgroups</b>							
SINI	19.8	19.6	0.2	0.03	0.3	0.04	0.62
Not SINI	22.4	22.6	-0.2	-0.04	-0.3	-0.05	0.68
Difference			0.5				0.53
Elementary students	22.2	22.9	-0.6	-0.10	-0.8	-0.13	0.17
Middle/high school students	17.7	16.2	1.5*	0.19	2.1*	0.27	0.05†
Difference			-2.1*				0.02
Reading performance below median	20.3	19.9	0.4	0.05	0.5	0.07	0.48
Reading performance above median	20.8	21.0	-0.2	-0.02	-0.3	-0.03	0.74
Difference			0.6				0.47
Mathematics performance below median	20.5	20.5	<0.1	<0.01	<0.1	<0.01	0.97
Mathematics performance above median	20.7	20.6	0.1	0.02	0.2	0.02	0.80
Difference			-0.1				0.88

†Actual value is less than .05.

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.



## Appendix B. Technical Approach

The evaluation is designed to focus on the research aspects of the lottery process, which emulates an experimental design. This appendix provides more detail about aspects of the evaluation that follow from this design, including the question being answered by the design, the study's ability to measure impacts that may be present (statistical power), and the statistical approach to measuring impacts. In addition, technical details are provided about the calculation of percentile changes, outcome measures and data collection procedures, and the construction of sampling and nonresponse weights.

### B-1. Measuring the Impact of a Scholarship Offer and Its Use

During the period of the evaluation, students applied to receive a scholarship through the Opportunity Scholarship Program (OSP), a lottery was conducted in the spring of each year, and students who received a scholarship offer then decided whether to use it. Students can be entering any grade level K–12. The scholarship can be used only in private schools that agree to accept them, which is more than half of private schools in DC (see Feldman et al. 2015).

The lottery creates an experiment, a powerful tool for measuring whether the OSP program caused student outcomes to change. Impacts of a scholarship offer are straightforward to measure because the lottery creates two groups that are statistically similar except for the offer of a scholarship—a treatment and a control group. Their outcomes can be compared to measure impacts of the scholarship offer. However, students in the treatment group who *use* their scholarship do not have direct counterparts in the control group—the study does not know which students in the control group would have used their scholarship if it had been offered to them. To measure impacts of use requires the study to adjust impacts measured for the full sample. The adjustment procedure is described below.

An implication of the single-lottery structure is that students choose a school *after* the lottery. The study cannot know which schools students in the control group would have chosen had they been offered a scholarship. Researchers have not created ways to adjust impacts that would allow the study to estimate relationships between school characteristics and overall impacts, as they have with the relationship between the offer of a scholarship and its use. As a result, while overall impacts of the OSP are measured rigorously, sources of impacts cannot be measured at that level of rigor.

## B-2. Detecting Impacts

The term *power* refers to a study's ability to detect impacts, which means to find that impacts are statistically significant when they arise. (Finding that an impact is statistically significant when it does not arise also is possible and is controlled by setting a Type I error rate in statistical tests.) A study's power is related to its sample size and statistical properties of outcomes being measured. For the same outcome, studies with larger sample sizes are more powerful—they can detect smaller impacts on that outcome.

Statistical power is calculated with standard formulas and commonly represented as the *minimum detectable effect size*, which is the effect that will be statistically significant with a probability conventionally set to 80 percent. For the reading test, the study obtained responses from 789 treatment group students and 550 control group students (table B-1). This yields a minimum detectable effect size of 0.11, which translates into a difference between the treatment and control groups of 5 percentile points.

For parent-reported school safety, the study obtained responses from 739 treatment group parents and 519 control group parents, which yields a minimum detectable effect size of 0.14 that translates into a difference of 7 percentage points. For student-reported safety, the study obtained responses from 314 students in the treatment group and 176 students in the control group—this sample includes only students in grade 4 or higher. The minimum detectable effect size is 0.19, equivalent to an increase of 9.3 percentage points for safety.



**Table B-1. Minimum detectable effect sizes**

<b>Outcome</b>	<b>Treatment group sample size at followup</b>	<b>Control group sample size at followup</b>	<b>Minimum detectable effect size</b>	<b>Impact in units of the outcome</b>
Reading score	789	550	0.11	5 percentile points
Student-reported safety	314	176	0.19	9.3 percentage points
Parent-reported safety	739	519	0.14	7 percentage points
Percent of parents giving school a grade of A or B	743	519	0.14	7 percentage points
Parent involvement with schools	709	488	0.15	7.5 percentage points
<b>Reading score</b>				
<b>Subgroup</b>				
SINI	557	335	0.14	5 percentile points
Not SINI	232	215	0.19	8 percentile points
Student is below median in reading	395	275	0.16	6 percentile points
Student is above median in reading	395	275	0.16	7 percentile points
Elementary students	550	440	0.13	5 percentile points
Middle and high school students	238	110	0.22	9 percentile points
<b>Percent of parents giving school a grade of A or B</b>				
<b>Subgroup</b>				
SINI	525	316	0.14	7 percentage points
Not SINI	218	203	0.19	11.5 percentage points
Student is below median in reading	371	259	0.16	10 percentage points
Student is above median in reading	372	260	0.16	10 percentage points
Elementary students	518	415	0.13	9 percentage points
Middle and high school students	225	104	0.21	15 percentage points

The second panel shows detectable effects for two outcomes and three subgroups. (Detectable effects for mathematics subgroups will be nearly the same as for reading subgroups and are not shown here). The table shows that within subgroups, detectable effect sizes range from 0.13 to 0.22. For test scores, the effect sizes are equivalent to students moving 5 to 9 percentile points (for example, from the 50th percentile to the 55th or 45th percentile). For percent of parents giving a school a grade of A or B, it means the treatment group average needs to be 7 to 15 percentage points different from the control group average.

A related question is how large effects need to be to differ between subgroups. Simple calculations suggest that effect-size differences between two subgroups of 0.07 to 0.08 will be significant at the 80 percent level. This effect size difference is the equivalent of an effect size of 0.10 in one subgroup and an effect of 0.17 in the complement subgroup.

### B-3. Estimating Impacts

Because eligible applicants to the OSP are randomly assigned by the lottery, on average, the treatment and control groups of students should be identical at the time of the lottery, which allows the study to attribute differences in average outcomes to receiving a scholarship offer. In practice, small differences in characteristics such as academic achievement and demographic background can arise. Also, reducing variances of outcomes yields more statistical power, as noted above. For these reasons, conventional practice is to use linear regression models to estimate impacts.

The structure of regression models used here is shown in equation (1):

$$(1) \quad S_{it} = \alpha + \beta T_i + X_{i0}\Gamma + \delta READ_{i0} + \eta MATH_{i0} + \theta Days_{it} + \varepsilon_{it}$$

$S_{it}$  is the test score for student  $i$  in year  $t$ . The time of application is 0, the baseline, and 1 year later is  $t = 1$ , which is when the outcomes are measured for this report. (Later reports will use similar models with  $t$  being 2 and 3.)  $T_i$  is a (0,1) indicator indicating whether the student is in the treatment group (received a scholarship offer). It is fixed by the lottery, so it does not have a time dimension. The key coefficient in this model is  $\beta$ , which measures the impact of receiving a scholarship offer on the outcome of interest.  $X_{i0}$  is a set of student characteristics measured at time 0, and  $READ_{i0}$  and  $MATH_{i0}$  are reading and mathematics scores measured at time 0. Students were tested in their home schools, and timing of these tests varied between students, which is accounted for in the regression by including a variable  $Days_{it}$  that measures the number of days between September 1 and the date when the test was taken.

The model included the following covariates:

- Indicator for year of application (spring 2012, 2013, or 2014)
- Indicator for grade level child was entering the next school year
- *TerraNova* test scores in reading and mathematics at the time of application
- Number of days from September 1 to date of followup test
- Indicator for whether student was enrolled in a SINI school at time of application
- Student demographic characteristics (gender, race, disability, age difference from median age for grade)



## Impacts After One Year

- Family characteristics (employment, college education, income, number of children, months at current address)
- Parent's rating of safety and satisfaction with child's school at time of application<sup>35</sup>

A classical regression model assumes random errors between any two participants are uncorrelated. However, some students in the OSP sample are in the same families, and it is unlikely their random errors are uncorrelated. The approach here is to estimate impacts using “generalized estimating equations” with families specified as a group variable (on generalized estimating equations, see Liang and Zeger [1986]). This approach is consistent with the clustering approach used by the first OSP study (see Wolf, et al. 2010) and was selected for the current study both to maintain comparability and also because family level clustering is a more conservative analysis strategy than alternatives that were considered (see below).

An alternate assumption about errors is that they are correlated for students who are attending the same school at the time they apply to the program. The study compared effects that clustering had on estimated variances (table B-2). Allowing for family clustering in estimating impacts on reading and mathematics test scores resulted in variances being larger by 3.1 percent for reading and 2.8 percent for mathematics. Allowing for school clustering resulted in variances being 1.3 percent smaller for reading and 1.7 percent larger for mathematics.

**Table B-2. Effects of clustering on variance of estimated impacts**

	No clustering	Family clustering	School clustering
Reading	-4.00	-4.00	-4.00
(Standard error)	2.50	2.58	2.47
Math	-6.59	-6.59	-6.59
(Standard error)	3.03	3.11	3.08
<b>Change in standard error</b>			
Reading	—	3.08%	-1.34%
Math	—	2.82%	1.74%

NOTE: Sample size is 1,077 students for reading and 1,074 students for mathematics.

SOURCE: Estimated impacts and standard errors were generated from the study's regression models, as described in chapter 2.

### *Estimating Subgroup Impacts*

For subgroup analyses, equation (1) above is modified to allow for an interaction between the indicator for students in the treatment group and an indicator for membership of a given subgroup. The model includes an interaction between the subgroup indicator and treatment, and the subgroup indicator is included as an additional explanatory variable. This ensures that the coefficient on the interaction is not picking up a direct relationship between the outcome variable and the subgroup indicator. The equation

<sup>35</sup> Even parents of pre-K students completed ratings of safety and satisfaction with their child's current school at time of application. These students may have been in traditional public school preschools, private schools, or very different settings, including home daycare.



below assumes that the entire sample is divided into two groups, with  $G_i$  an indicator for whether student  $i$  belongs to the particular group.

$$(2) \quad S_{it} = \alpha + \beta T_i + \pi G_i + \rho G_i T_i + X_{i0} \Gamma + \delta READ_{i0} + \eta MATH_{i0} + \theta Days_{it} + \varepsilon_{it}$$

In this equation,  $\beta$  measures the impact for the omitted subgroup (those not in group  $G$ ),  $\rho$  captures the *difference* between the impact on the omitted group and group  $G$ , and the sum  $\beta + \rho$  captures the estimate of the total impact of treatment for group  $G$ . For outcomes other than test scores, the same modification is made to (2) to allow for the relationship between the given outcome and both group  $G$  and the interaction between  $G$  and treatment status.

### *Estimating Impacts of Using a Scholarship*

The SOAR Act specifies that the evaluation measure both the impact of being offered a scholarship and the impact of *using* a scholarship. This latter impact, sometimes called the impact of “treatment on the treated,” can be estimated in a straightforward way by dividing the impact of being offered a scholarship by the fraction of the treatment group that uses the scholarship (Bloom 1984). For example, if an impact of the offer were estimated to be 10 points, and half of the treatment group used their scholarship, the impact of using a scholarship would be estimated to be 20 points (10 divided by 50 percent). This adjustment relies on the assumption that students are not affected by the offer unless they use their scholarship. This assumption would be violated if the offer changed student or family behavior in some way that affected outcomes even if the scholarship were not used, which seems implausible in this context. Other approaches to estimating the impacts of using a scholarship have been developed, but in practice tend to yield similar estimates (Angrist, Imbens, and Rubin 1996).

## **B-4. Method for Calculating Percentile Changes**

Scale scores from standardized tests are useful in regression models because of their statistical properties, but they can be difficult to interpret. Percentile changes are easier to interpret, but because of the study’s K–12 grade range, converting scale scores to percentile changes required additional considerations discussed here.<sup>36</sup> The considerations center on the fact that students in different grade levels were in different places relative to the national distribution. Students in lower grade levels were much higher in the distribution than students in higher grade levels.

<sup>36</sup> The study also considered using z-scores, which use scale scores at each grade level and adjust them to have a mean of zero and a standard deviation of one. However, the *Terra Nova* does not include national-norm information for entering kindergarteners, a large component of the study’s sample. And z-scores do not have a direct interpretation and ultimately would need to be converted to percentile differences to be interpretable.

## Impacts After One Year

The approach to compute percentile changes has three steps:

1. At each grade level, the average scale score for the control group was compared to the national *TerraNova* score distribution for that grade level. The average was converted to a percentile of the national distribution using a quantile function, in this case the inverse normal cumulative distribution function. Grades scoring above the national average have percentiles greater than 50, and grades scoring below the national average have percentiles less than 50.
2. At each grade level, the average scale score for the treatment group was computed as the average scale score for the control group plus the estimated treatment impact, which was assumed to be the same for each grade level. For example, the average mathematics score for kindergarten students in the control group was 498, which puts these students at the 66th percentile relative to the national sample. The average score for kindergarten students in the treatment group is the 498 of the control group minus the impact of 6.59 points, which yields a score of 491.4 and puts these students at the 61st percentile, relative to the national sample.<sup>37</sup>
3. Steps (1) and (2) yield 13 differences between percentiles of the treatment and control groups. These differences were averaged using the proportion of the sample at each grade level as weights.

This procedure yielded a negative percentile change if the impact on scores is negative, and vice versa. However, the same magnitude of the score impact has different effects on percentile changes depending on the grade level.

The same procedure was used for student subgroup results presented in this report.

**Table B-3. Computing percentile changes, by grade level, reading**

Grade	OSP control group mean	TerraNova national mean	TerraNova national standard deviation	OSP control group mean as percentile	OSP treatment group mean as percentile	Change of percentile
K	528.84	517	42	61	57	-4
1	566.51	554	45	61	57	-3
2	594.08	599	42	45	42	-4
3	617.55	622	39	45	41	-4
4	631.14	637	39	44	40	-4
5	627.72	652	39	27	23	-3
6	639.26	658	41	32	29	-3
7	651.34	664	41	38	34	-4
8	653.20	674	40	30	27	-3
9	664.84	679	41	36	33	-4
10	640.10	688	43	13	11	-2
11	671.03	700	44	26	23	-3

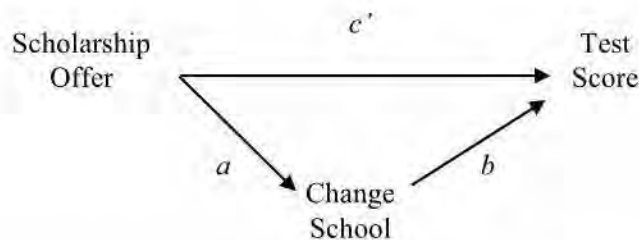
<sup>37</sup> The model estimated an overall impact, which applies to all students in the sample, and that overall impact is used to calculate percentile changes. In theory, grade-level impacts could be used to calculate percentile changes, but these would be highly variable because of the small samples in each grade.



## B.5 Approach to Mediation Analysis

The study is estimating the extent to which providing families a voucher to attend private schools affects outcomes such as test scores and satisfaction with schools. A “mediator” is a variable through which the voucher could do so. The main text notes that changing schools may be a mediator for test score impacts—using a voucher requires students to leave public schools and enter private schools, and that change could affect test scores. If students continue in the school a second year, this effect of changing schools is likely to be attenuated.

A common method for estimating mediator effects was proposed by Baron and Kenny (1986). The approach separates the total effect of the scholarship offer on the test score into a direct effect, which in the figure is shown as  $c'$ , and an indirect effect, which is shown in the figure as a combination of the impact of the scholarship offer on changing schools ( $a$ ) and the impact of changing schools on the test score ( $b$ ).



The pathways are estimated using two regression models. The first model estimates the impact of the offer on changing schools; the second model estimates the impact of changing schools on test scores. The mediating pathway is estimated as the product of the estimates of  $a$  and  $b$ . If this estimate is statistically significant, it provides evidence that a mediating pathway exists.

Various statistical tests have been proposed for examining the statistical significance of the mediating pathway. The one used here is based on a “bootstrap,” in which the treatment group and control group are resampled repeatedly (5,000 times) and the mediating pathway is estimated for each resample. The variance of these 5,000 estimated pathways is the basis for estimating statistical significance. As a robustness check, the bootstrap yielded standard errors that were quite close to what was found using the Aroian variant of the Sobel test (MacKinnon et al. 2002). The bootstrap yielded standard errors of the mediating pathway of 0.83 for reading and 1.12 for math. The Aroian variant yielded 0.79 for reading and 1.12 for math.

## B-6. Outcome Measures and Data Collection Procedures

**Student testing in reading and mathematics.** The study selected the *TerraNova* assessment because the abbreviated battery, which is available for grades 2–12, offered shorter test administration times for most students. Annual testing was conducted with students at the school they were attending in spring of the first year after applying to the program. The spring data collection window was designed to occur as close to one year after baseline testing as possible. The study worked with school staff members to schedule times and locations for the assessments that minimized disruption for students. Students in grades K–2 were tested in groups of 5 or fewer, while students in grades 3–12 were tested in groups of 10 or fewer. Limiting the time to administer the test was critical to ensuring school cooperation with the study’s data collection effort.

The study used trained staff to administer the *TerraNova* student assessments in reading and mathematics, using the full battery for grades K–1 and abbreviated batteries available for grades 2–12. Test administrators attended annual trainings before the start of each data collection period. A representative from the test publisher (McGraw Hill) trained study staff on test administration procedures and standardized testing protocols. The staff followed the test publisher’s scripts and instructions during testing to ensure that testing conditions were similar across all schools in the study and therefore minimize potential bias.

**Student surveys.** Students in grades 4–12 completed a brief survey immediately after completing the assessment. The student survey provided outcome measures for student satisfaction and perceptions of safety. Other topics included attitude toward school, school environment, friends and classmates, and involvement in activities.

**Student instructional time.** For exploratory analyses, the study compared instructional time for treatment and control group students. Instructional time was measured using responses from an annual questionnaire the study administered to all principals in district schools. Principals reported instructional time in reading, math, social studies, and science for 3rd, 8th, and 11th grades. (The study’s third report compares instructional time between traditional public schools, charter schools, and private schools [Betts, Dynarski, and Feldman 2016]). For purposes here, the study matched each student to instructional time as reported by the principal of the school the student attended. Some principals did not respond, and many students attended grades other than the ones for which principals provided instructional time. The study used two assignment rules:



## Impacts After One Year

- Students were assigned instructional time for the grade closest to their current grade for that type of school—for example, students in 4th grade were assigned instructional time for 3rd grade, and students in 9th grade were assigned instructional time for 11th grade (not 8th grade).<sup>38</sup>
- Students were assigned instructional time for the closest available year for which their principal responded. For example, if the student was attending school in 2013 and the school's principal responded in 2014 but not in 2013, the student was assigned the principal's response from 2014.

This strategy resulted in 73 percent of students being assigned an instructional time. Students for which an instructional time was not available in any of the study's 3 years were coded as missing instructional time.

**Parent surveys.** Parent surveys provided self-reported outcome measures for parent satisfaction, perceptions of school safety, and parental involvement in education at school and in the home. A parent or guardian was asked to complete a brief survey for each child in their family who applied for an OSP scholarship. Each year, parents were contacted by mail and email to request they complete the online survey. Parents were provided links and access codes for the web-based survey and paper copies were provided in followup mailings. The study also conducted followup calls to nonrespondents and offered the option to complete the survey with an interviewer by phone. Parents who completed the survey received a modest payment.

Tables B-4 through B-6 describe response rates for student tests, parent surveys, and student surveys. These respondents constitute the analysis samples for this report.

**Table B-4. Student test response rates**

	Original sample	Reading respondents	Reading response rate (percent)	Mathematics respondents	Mathematics response rate (percent)
All students	1,771	1,339	75.6	1,332	75.2
Treatment group	995	789	79.3	786	79.0
Control group	776	550	70.9	546	70.4

**Table B-5. Parent survey response rates**

	Original sample	Respondents	Parent response rate (percent)	Parent effective respondents	Effective response rate (percent)
All students	1,771	1,308	73.9	1,389	78.4
Treatment group	995	764	76.8	794	79.8
Control group	776	544	70.1	596	76.8

<sup>38</sup> While instructional time may vary by grade level, the survey only asked about three grade levels at elementary, middle, and high school. This approach resulted in kindergarten students being assigned the average instructional time that principals reported for third grade. Because of the large proportion of kindergarteners in the analysis sample (24 percent), the study also compared instructional time after excluding kindergarten students and found similar differences in average time for treatment and control groups. With kindergarten students excluded, the difference in instructional time between treatment and control is 63.5 compared with 65.5 minutes for reading and 47.8 compared with 48.3 for mathematics.

**Table B-6. Student survey response rates**

	Original sample	Respondents	Student response rate (percent)
All students	807	489	60.6
Treatment group	462	313	67.7
Control group	345	176	51.0

**Other data sources.** Data on public school characteristics attended by students in the study sample were obtained from the National Center for Education Statistics (NCES) Common Core of Data. Data on the characteristics of private schools was obtained from the NCES Private School Survey. School-level proficiency rates were obtained from the DC Comprehensive Assessment System (DC CAS).

Application data and payment files documenting student's use of the scholarship was provided by the OSP program operator.

## B-7. Sampling and Nonresponse Weights

Weights were used in estimating impacts to offset the different probabilities that some applicants had in the lottery and to adjust for nonresponse. Weights had two parts: (1) a "base weight," which is the inverse of the probability of being selected to treatment (or control) and (2) an adjustment for differential nonresponse.

### *Constructing Base Weights*

The base weight is the inverse of the probability of being assigned to either the treatment or control group. For each randomization stratum  $s$  defined by cohort, SINI status, and sibling status,  $p$  is the probability of assignment to the treatment group (receiving an offer of a scholarship) and  $1-p$  the probability of being assigned to the control group.

### *Adjustments for Nonresponse*

The initial base weights were adjusted for nonresponse, where a "respondent" was of four types: (i) a student who had completed a *TerraNova* reading or mathematics test, (ii) a parent who had completed the questionnaire, (iii) a student who had completed the questionnaire, and (iv) a student whose principal had completed a questionnaire. The use of these weights helps control bias by compensating for different response rates across groups of students or parents. Essentially, nonresponse weights put more weight on students or parents that "look like" nonresponding students or parents.



The study needed to determine which baseline variables were correlated with the propensity to respond. Stepwise logistic regression was first used to select characteristics that predicted response (using a 20 percent level of significance entry cutoff). These stepwise procedures were done separately within each sampling stratum. Baseline variables included family income, parent or guardian's job status, parent or guardian's education, length of time at current address, disability status of the child, race, grade, gender, and baseline test score data (both reading and math). The study then created nonresponse adjustment cells, and within cells used the Chi-squared Automatic Interaction Detector (CHAID), approach. The CHAID program was used to identify cells with differing response rates within strata, using the set of characteristics from the PROC LOGISTIC models. The nonresponse adjustment for each respondent in a cell was the reciprocal of the base-weighted response rate within the cell.

As a last step, the nonresponse-adjusted base weights were trimmed. Trimming prevents extremely large weights from inflating variances. The trimming rule was that weights larger than 4.5 times the median weight were set to equal 4.5 times the median weight. Medians were computed separately within the treatment and control groups.

#### *Adjusting for Nonresponse Subsampling (parent survey weights)*

The study used subsampling to increase the weighted parent response rates. By subsampling 50 percent of the initial control household nonrespondents<sup>39</sup> then conducting intensive followup efforts with these households, the subsample allowed for a concentration of resources to improve the response outcome. A subsample of nonrespondents is drawn, and intensive efforts are made to get them to respond. Each initial subsampled nonrespondent who is converted to a respondent counts as one more respondent for purposes of the actual response rate, but counts as  $1/(\text{sampling rate}_i)$  respondent for purposes of the effective response rate. The random sampling permits respondents to "stand in" for members of the nonrespondent group who were not selected for the subsample but who presumably would have converted to respondent status if they had been selected. In other words, the proportion of subsampled nonrespondents that converts represents themselves as well as the same proportion of nonsampled nonrespondents.

These "converted" cases were weighted by a factor of two (i.e., inverse of the subsampling rate or 0.5), to account for the complementary set of initial nonrespondents who were not randomly selected for targeted conversion efforts but who would have responded if they had been. The weights ensure that each converted member of the subsample represents him or herself as well as another study participant: a nonrespondent like him or her who would have converted had he/she been included in the subsample.

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<sup>39</sup>These were households with at least one control child without a completed survey.



## Impacts After One Year

The final student-level weights for the parent survey analysis were equal to:

$$W_i = (1/p_i) * (NR_j) * (TR_i) * (X_i)$$

where  $p_i$  is the probability of selection to treatment or control for student  $i$ ;  $NR_j$  is the nonresponse adjustment (the reciprocal of the response rate) for the classification cell to which student  $i$  belongs;  $TR_i$  is the trimming adjustment (usually equal to 1, but in some cases equal to 4.5 times median cutoff divided by the untrimmed weight); and  $X_i$  is the factor for sampled nonrespondents, with  $X_i$  equal to 2.0 for this set and equal to 1 otherwise.

Tables B-7 through B-10 contain the full set of weights by study cohort and strata (priority).

**Table B-7. Student reading tests**

Priority/Cohort	Original sample		Respondents		Sum of base weight		Sum of final weight	
	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
<b>No priority</b>								
Spring 2012	46	49	41	35	42.3	33.9	47.5	47.5
Spring 2013	87	103	55	67	60.1	61.8	95.0	95.0
Spring 2014	84	95	66	72	70.3	67.8	89.5	89.5
<b>Siblings</b>								
Spring 2012	47	23	42	15	31.3	22.8	35.0	35.0
Spring 2013	62	36	43	29	34.0	39.5	49.0	49.0
Spring 2014	44	24	39	18	30.1	25.5	34.0	34.0
<b>SINI/Never used previous award</b>								
Spring 2012	223	148	194	98	161.4	122.8	185.5	185.5
Spring 2013	245	185	189	137	165.9	159.2	215.0	215.0
Spring 2014	157	113	120	79	103.2	94.4	135.0	135.0
<b>Total</b>	<b>995</b>	<b>776</b>	<b>789</b>	<b>550</b>	<b>698.5</b>	<b>627.8</b>	<b>885.5</b>	<b>885.5</b>

**Table B-8. Student mathematics tests**

Priority/Cohort	Original sample		Respondents		Sum of base weight		Sum of final weight	
	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
<b>No priority</b>								
Spring 2012	46	49	41	35	42.3	33.9	47.5	47.5
Spring 2013	87	103	54	67	59.0	61.8	95.0	95.0
Spring 2014	84	95	66	71	70.3	66.9	89.5	89.5
<b>Siblings</b>								
Spring 2012	47	23	42	15	31.3	22.8	35.0	35.0
Spring 2013	62	36	43	28	34.0	38.1	49.0	49.0
Spring 2014	44	24	39	17	30.1	24.1	34.0	34.0
<b>SINI/Never used previous award</b>								
Spring 2012	223	148	193	98	160.5	122.8	185.5	185.5
Spring 2013	245	185	188	136	165.0	158.1	215.0	215.0
Spring 2014	157	113	120	79	103.2	94.4	135.0	135.0
<b>Total</b>	<b>995</b>	<b>776</b>	<b>786</b>	<b>546</b>	<b>695.7</b>	<b>622.9</b>	<b>885.5</b>	<b>885.5</b>

## Impacts After One Year

Table B-9. Parent survey

Priority/Cohort	Original sample		Respondents		Sum of base weight		Sum of final weight	
	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
<b>No priority</b>								
Spring 2012	46	49	36	30	37.2	29.1	35.1	35.1
Spring 2013	87	103	66	80	72.1	73.8	70.2	70.2
Spring 2014	84	95	68	72	72.5	67.8	66.1	66.1
<b>Siblings</b>								
Spring 2012	47	23	39	11	29.0	16.7	25.8	25.8
Spring 2013	62	36	52	24	41.1	32.7	36.2	36.2
Spring 2014	44	24	39	20	30.1	28.3	25.1	25.1
<b>SINI/Never used previous award</b>								
Spring 2012	223	148	174	94	144.7	117.8	137.0	137.0
Spring 2013	245	185	174	132	152.7	153.4	158.8	158.8
Spring 2014	157	113	116	81	99.7	96.8	99.7	99.7
<b>Total</b>	<b>995</b>	<b>776</b>	<b>764</b>	<b>544</b>	<b>679.1</b>	<b>616.4</b>	<b>654.0</b>	<b>654.0</b>

Table B-10. Student survey

Priority/Cohort	Original sample		Respondents		Sum of base weight		Sum of final weight	
	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
<b>No priority</b>								
Spring 2012	*	*	*	*	8.3	5.8	10.3	10.7
Spring 2013	*	*	*	*	7.6	6.5	18.6	18.4
Spring 2014	*	*	*	*	11.7	7.5	17.0	13.2
<b>Siblings</b>								
Spring 2012	*	*	*	*	9.7	3.0	11.9	6.1
Spring 2013	*	*	*	*	4.0	4.1	11.9	8.2
Spring 2014	*	*	*	*	4.6	2.8	6.2	5.7
<b>SINI/Never used previous award</b>								
Spring 2012	135	90	111	58	92.3	72.7	112.3	112.8
Spring 2013	153	124	83	46	72.8	53.5	134.3	144.1
Spring 2014	92	72	69	44	59.3	52.6	79.1	86.0
<b>Total</b>	<b>462</b>	<b>345</b>	<b>313</b>	<b>176</b>	<b>270.4</b>	<b>208.5</b>	<b>401.6</b>	<b>405.1</b>

\*For one or more cells, the sample size was suppressed to avoid a disclosure risk.



## Appendix C. Additional Analyses

This appendix presents two kinds of additional analyses. The first looks at sensitivity of the findings to two issues related to the definition of schools in need of improvement for students who were in pre-K at the time of application, and the choice of a top code for parent involvement.

The second presents more details on parent satisfaction, parent involvement, and student safety. The main text presented parent satisfaction as a summary grade for school and involvement as a total count of activities. Individual survey items provide a way to look more closely at these outcomes. For example, parents may give their child's school a high grade, and looking at parent satisfaction items may indicate what aspects of schools are more satisfying to parents. The main text also presented student safety as a summary response of whether students indicated the school was very safe, but a survey question about school incidents such as bullying and being threatened provides more detail about impacts of scholarships on aspects of the school environment as viewed by students.

### C-1. Impacts on Test Scores in SINI and Non-SINI Schools, Excluding Pre-K Students

Students in grades K–12 are eligible for OSP scholarships, which means students can be attending pre-K programs at the time their parents apply for a scholarship. In fact, nearly a quarter of the study sample was. Because the legislation required that the lottery give priority to students from SINI schools, the program needed to categorize students as attending SINI schools or not, and pre-K students were all categorized as attending non-SINI schools even though some of them might be attending a public school that had been designated as SINI. Preschool programs do not fall within statutory definitions of SINI. One implication is that this categorization combines pre-K students with older students in grades K–12 who are attending higher-performing schools.

Results for test scores showed larger negative impacts for non-SINI students compared to SINI students. To assess if this result is related to the categorizing of all pre-K as non-SINI, the test-score models were estimated with pre-K students excluded from the sample. Excluding pre-K students yields larger negative impacts for non-SINI students (table C-1). Impacts for SINI students do not change much—mostly this change arises because the regression models yield different coefficients when pre-K students are excluded.

**Table C-1. Comparing subgroup impacts with and without pre-K students in the sample**

	Reading				Math			
	SINI		Non-SINI		SINI		Non-SINI	
	Estimate	p-value	Estimate	p-value	Estimate	p-value	Estimate	p-value
Including pre-K	-0.17	0.96	-12.49	0.01	-1.97	0.59	-16.67	<0.01
Excluding pre-K	-0.10	0.97	-17.84	<0.01	-0.16	0.97	-23.49	<0.01

## C-2. Sensitivity Testing Related to Coding of Parent Involvement

As noted in the text, parent involvement was the sum of “events” for eight items (school involvement) and four items (education involvement in the home). For these sets of items, parents could respond “4 or more times” (school involvement) or “6 or more times” (education involvement in the home). For the impacts estimated and described in chapter 3, the response “4 or more times” was coded as a 5, and “6 or more times” was coded as a 7.

Because parents selecting the top code of “4 or more times” for involvement in school events may have participated more frequently than 5 times, the study used alternative approaches such as coding responses to that category as 5, 7, or 10. Similarly, because parents selecting the top code of “6 or more times” for involvement in events at home may have participated more frequently than 7 times, the study also coded responses to that category as 7, 10, or 20. Unlike school involvement, the measure of involvement in the home used the previous month as a reference period, rather than the previous school year, which means the top code is unlikely to be more than 20, the average number of school days in a month.

Using the alternative codes affected the size of the estimated impact but not its statistical significance. None was significant. Table C-2 shows that the larger the top code that was chosen, the larger the estimated impact. Mechanically, because a slighter higher proportion of the treatment group chose the top category (for both measures), assigning a larger value to that category creates a larger treatment impact.

**Table C-2. Comparing results with different top codes for parental involvement**

	Parent involvement with schools			Parent involvement in the home		
	Value of top code			Value of top code		
	5	7	10	7	10	20
Estimated treatment effect	0.194	0.254	0.344	0.097	0.160	0.370
p-value	0.745	0.778	0.802	0.805	0.802	0.806



### C-3. Supplemental Tables

#### *Parent Satisfaction*

In addition to rating their child's school with a letter grade as the main measure of satisfaction, parents also provided ratings of their satisfaction with 16 specific aspects of their child's school. Simple comparisons of the percentage of parents who chose one of four responses—which corresponded to very dissatisfied, dissatisfied, satisfied, and very satisfied—are informative about what may be driving the letter grades that parents give schools. Eleven of the 16 items were significantly higher for the treatment group (table C-3). For example, 48 percent of treatment group parents were “very satisfied” with academic quality compared to 36 percent of control group parents.

**Table C-3. Percentage of parents reporting satisfaction with specific aspects of their child's school**

How satisfied are you with the following aspects of this child's current school?	Treatment	Control	p-value
<b>Location of school</b>			0.01*
Very dissatisfied	3.00	3.97	
Dissatisfied	5.40	9.53	
Satisfied	41.93	43.53	
Very satisfied	49.67	42.97	
<b>School safety</b>			0.02*
Very dissatisfied	2.99	4.53	
Dissatisfied	7.26	9.92	
Satisfied	40.75	44.38	
Very satisfied	48.99	41.18	
<b>Class sizes</b>			<0.01*
Very dissatisfied	1.87	4.45	
Dissatisfied	10.50	17.24	
Satisfied	39.51	45.62	
Very satisfied	48.11	32.69	
<b>School facilities</b>			0.13
Very dissatisfied	4.57	2.97	
Dissatisfied	10.78	12.21	
Satisfied	46.35	50.73	
Very satisfied	38.30	34.09	
<b>Respect between teachers and students</b>			<0.01*
Very dissatisfied	3.22	4.94	
Dissatisfied	7.68	11.00	
Satisfied	37.88	45.52	
Very satisfied	51.23	38.54	
<b>How much teachers inform parents of students' progress</b>			<0.01*
Very dissatisfied	3.81	3.05	
Dissatisfied	8.15	11.94	
Satisfied	35.54	43.96	
Very satisfied	52.50	41.05	

See notes at end of table.



**Table C-3. Percentage of parents reporting satisfaction with specific aspects of their child's school—Continued**

How satisfied are you with the following aspects of this child's current school?	Treatment	Control	p-value
<b>How much students can observe religious traditions</b>			<0.01*
Very dissatisfied	3.35	9.83	
Dissatisfied	8.96	14.39	
Satisfied	41.34	48.82	
Very satisfied	46.34	26.96	
<b>Parental involvement in the school</b>			<0.01*
Very dissatisfied	3.67	4.83	
Dissatisfied	7.96	14.54	
Satisfied	46.14	48.77	
Very satisfied	42.24	31.87	
<b>Discipline at the school</b>			<0.01*
Very dissatisfied	3.52	6.92	
Dissatisfied	9.76	17.43	
Satisfied	41.73	42.89	
Very satisfied	44.99	32.76	
<b>Academic quality</b>			<0.01*
Very dissatisfied	3.18	4.64	
Dissatisfied	8.77	15.13	
Satisfied	39.62	44.65	
Very satisfied	48.43	35.59	
<b>Racial mix of students</b>			<0.01*
Very dissatisfied	2.93	8.04	
Dissatisfied	13.53	17.33	
Satisfied	47.27	46.96	
Very satisfied	36.27	27.67	
<b>Services for children with special needs</b>			0.01*
Very dissatisfied	4.87	6.14	
Dissatisfied	10.99	15.36	
Satisfied	45.47	49.70	
Very satisfied	38.67	28.81	
<b>Access to information about the school through printed materials or the school website</b>			0.18
Very dissatisfied	3.10	4.17	
Dissatisfied	10.37	12.03	
Satisfied	45.83	48.58	
Very satisfied	40.70	35.22	
<b>Services for students who struggle academically</b>			0.10
Very dissatisfied	6.65	6.75	
Dissatisfied	12.91	17.69	
Satisfied	44.38	43.72	
Very satisfied	36.06	31.83	
<b>Availability of computers</b>			0.67
Very dissatisfied	5.04	4.90	
Dissatisfied	13.04	12.89	
Satisfied	45.12	48.42	
Very satisfied	36.81	33.80	
<b>Teacher absenteeism</b>			0.30
Very dissatisfied	3.41	2.50	
Dissatisfied	6.96	7.55	
Satisfied	50.97	55.42	
Very satisfied	38.66	34.53	

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: To calculate p-values, for each item a chi-squared test (weighted by the composite weight) is conducted so that the distributions of frequencies are the same for the treatment group and the control group. Because the items are not primary outcomes, the p-values have not been adjusted for multiple comparisons. Therefore, the statistical significance for individual items should be interpreted with caution.

*Student Safety*

In addition to a question about general school safety, which is the main outcome analyzed in the text, the student survey also asked whether various negative events had happened to students at school. Students indicated whether the events had happened to them never, once or twice, or three or more times.

Treatment and control group proportions for each of the eight items are shown in table C-4. Most responses were not significantly different between the treatment and control group. The only significant difference reported was that students in the treatment group were significantly less likely to report being threatened by physical harm in the past year.

**Table C-4. Percentage of students reporting negative safety incidents that occurred at school**

Did the following ever happen to you at school this year?	Treatment	Control	p-value
<b>Had something stolen from your desk, locker, or other place</b>			0.48
Never	54.71	57.39	
Once or twice	34.89	30.12	
Three times or more	10.40	12.49	
<b>Been forced by other kids to give them money or my stuff</b>			0.53
Never	88.00	91.03	
Once or twice	8.00	6.32	
Three times or more	4.00	2.64	
<b>Been offered drugs</b>			0.09
Never	91.42	96.20	
Once or more times <sup>1</sup>	8.57	3.80	
<b>Been physically hurt by another student</b>			0.61
Never	72.83	75.95	
Once or twice	17.55	16.79	
Three times or more	9.62	7.26	
<b>Been threatened with physical harm</b>			<0.01*
Never	79.01	75.00	
Once or twice	9.67	19.14	
Three times or more	11.31	5.86	
<b>Seen anyone with a real or toy gun or knife at school</b>			0.73
Never	83.33	83.32	
Once or twice	11.65	12.96	
Three times or more	5.02	3.72	
<b>Been bullied at school</b>			0.72
Never	70.25	71.75	
Once or twice	19.06	16.38	
Three times or more	10.69	11.86	
<b>Been called a bad name</b>			0.29
Never	47.07	48.47	
Once or twice	28.69	32.88	
Three times or more	24.25	18.66	

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

<sup>1</sup>The percentages for students reporting "once or twice" and "three times or more" were combined due to small sample sizes.

NOTE: To calculate p-values, for each item a chi-squared test (weighted by the composite weight) is conducted so that the distributions of frequencies are the same for the treatment group and the control group. Because the items are not primary outcomes, the p-values have not been adjusted for multiple comparisons. Therefore, the statistical significance for individual items should be interpreted with caution.



***Parent Involvement in Education***

Two sets of items from the parent survey were used to create the main measures of parent involvement for the impact study. For parent involvement in education at school, parents indicated whether various school events happened never, once, 2 or 3 times, or 4 or more times. For each item, the study assigned a value of 0, 1, 2.5, or 5, depending on the parent response, and then added the resulting eight numbers. The resulting sum is a general measure of how many times parents participated in the various activities with the child's school.

For education involvement in the home, parents could indicate they did the activity never, once, 2 or 3 times, 4 or 5 times, or 6 or more times. The study used the same procedure described to construct a general measure of involvement, by assigning values to each category (in this case, the values are 0, 1, 2.5, 4.5, and 7), and summing the numbers for the four items.

For individual items that made up the general measures, most of the differences in parent involvement were not statistically significant (tables C-5 and C-6). Parents in the treatment group were more likely to receive report cards or information about the school or to communicate with a teacher and less likely to accompany students on class trips. There were no significant differences between parents of students in the treatment group and the control group for parent involvement in education-related activities at home (table C-6).

## Impacts After One Year

**Table C-5. Percentage of parents reporting involvement in education activities at school**

During this school year, how often did you do the following related to this child's school...	Treatment	Control	p-value
<b>Receive report cards about this child's performance</b>			0.04*
Never	0.76	1.89	
Once	5.41	6.45	
2 or 3 times	51.90	45.05	
4 or more times	41.94	46.61	
<b>Receive information about this child's school, such as newsletters and school notices</b>			0.01*
Never	3.23	5.83	
Once	3.26	4.18	
2 or 3 times	18.45	23.10	
4 or more times	75.06	66.88	
<b>Communicate with a teacher informally (in person, by phone, or via email)</b>			0.04*
Never	2.86	5.63	
Once	4.03	4.36	
2 or 3 times	23.79	26.24	
4 or more times	69.33	63.77	
<b>Attend parent-teacher conferences</b>			0.28
Never	6.66	8.80	
Once	12.07	10.03	
2 or 3 times	44.19	41.90	
4 or more times	37.08	39.27	
<b>Attend school activities for families (dinners, student presentations, open houses, family mathematics, or science nights)</b>			0.13
Never	12.09	16.63	
Once	13.99	14.34	
2 or 3 times	38.54	36.11	
4 or more times	35.38	32.92	
<b>Volunteer in the school</b>			0.80
Never	39.66	41.76	
Once	17.07	15.26	
2 or 3 times	23.38	23.28	
4 or more times	19.90	19.70	
<b>Attend a PTA meeting (or other similar organization meeting)</b>			0.69
Never	23.72	25.85	
Once	17.72	18.48	
2 or 3 times	34.09	31.24	
4 or more times	24.47	24.44	
<b>Accompany students on class trips</b>			0.04*
Never	57.51	53.06	
Once	16.41	14.16	
2 or 3 times	14.80	20.42	
4 or more times	11.28	12.36	

\*Difference between the treatment group and the control group is statistically significant at the 0.05 level.

NOTE: To calculate p-values, for each item a chi-squared test (weighted by the composite weight) is conducted so that the distributions of frequencies are the same for the treatment group and the control group. Because the items are not primary outcomes, the p-values have not been adjusted for multiple comparisons. Therefore, the statistical significance for individual items should be interpreted with caution.

## Impacts After One Year

**Table C-6. Percentage of parents reporting involvement in education activities at home**

In the past month, how often did you do the following...	Treatment	Control	p-value
<b>Help this child with his or her homework</b>			0.20
Never	4.62	5.79	
Once	3.74	3.55	
2 or 3 times	11.09	12.49	
4 or 5 times	12.90	16.46	
6 or more times	67.65	61.72	
<b>Help this child with reading or mathematics that was not part of his or her homework</b>			0.43
Never	9.60	9.39	
Once	3.27	3.85	
2 or 3 times	12.42	15.94	
4 or 5 times	16.52	15.80	
6 or more times	58.20	55.02	
<b>Talk to this child about his or her experiences in school</b>			0.24
Never	0.60	0.77	
Once	1.11	1.14	
2 or 3 times	5.41	7.90	
4 or 5 times	11.49	13.79	
6 or more times	81.39	76.40	
<b>Work with this child on a school project</b>			0.10
Never	12.96	14.35	
Once	11.31	13.90	
2 or 3 times	28.50	22.20	
4 or 5 times	13.53	13.46	
6 or more times	33.70	36.09	

NOTE: To calculate *p*-values, for each item a chi-squared test (weighted by the composite weight) is conducted so that the distributions of frequencies are the same for the treatment group and the control group. Because the items are not primary outcomes, the *p*-values have not been adjusted for multiple comparisons. Therefore, the statistical significance for individual items should be interpreted with caution.







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AND REGIONAL ASSISTANCE

ED-17-0091 and 17-0092-1-003425

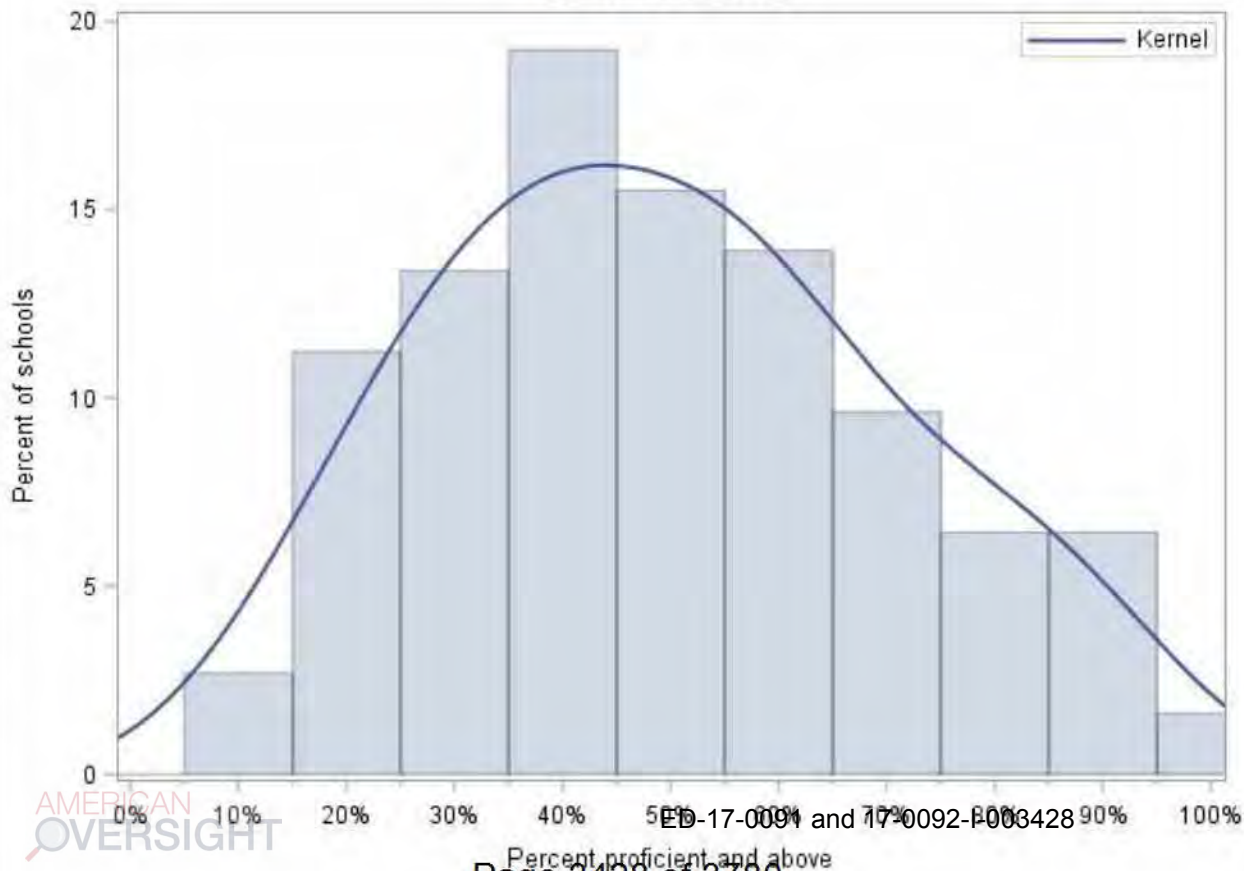
Page 3425 of 3780

Institute of Education Sciences



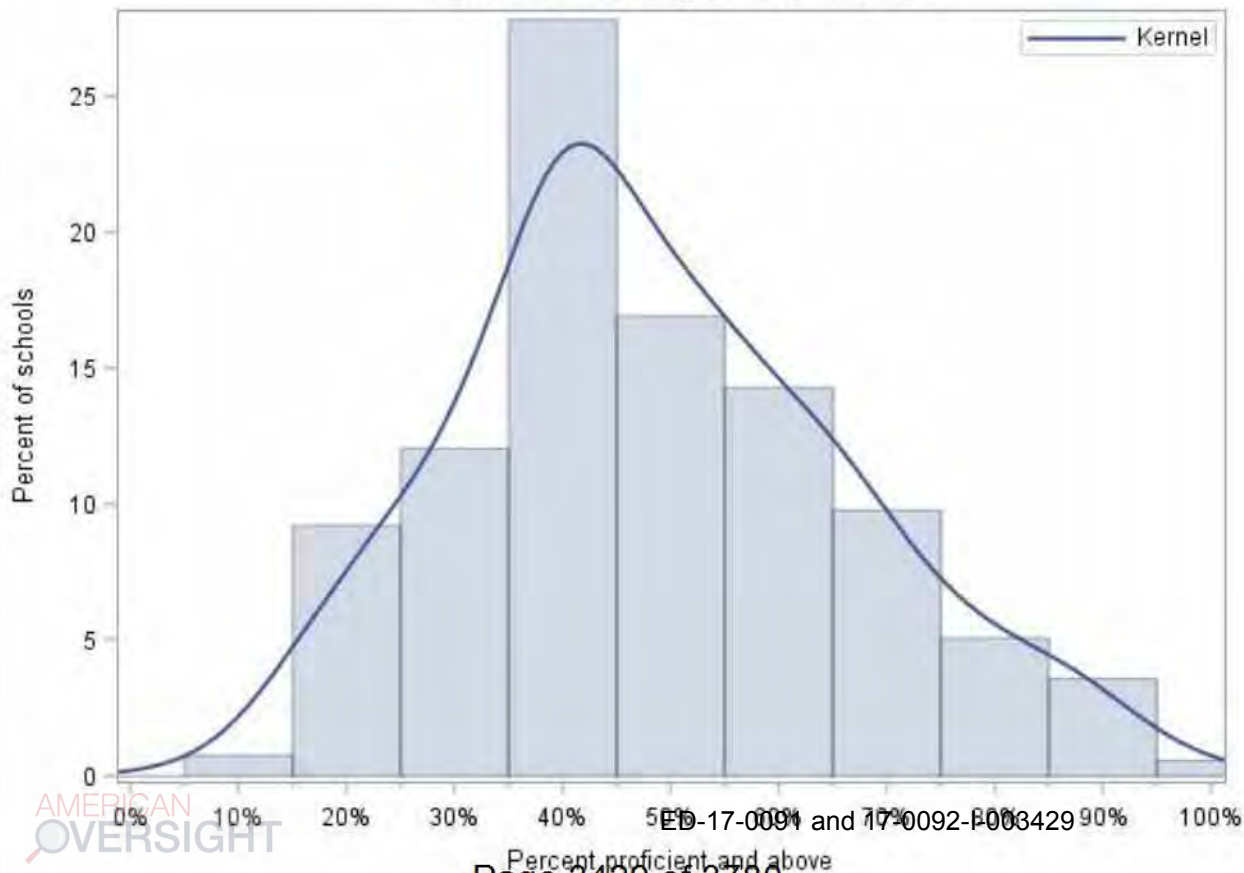


# All DCPS schools





# Schools attended by control students



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Page 3435 of 3780

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

**Dixon, Doris**

---

**Subject:** Confirmed - Wed. 5-10-17 Telephone Briefing on IES's OSP Evaluation on First Year Impacts with House Oversight and ED & WF majority staff

**Location:** 6W 338 OLCA Conference Room or call in (b)(6)  
passcode (b)(6)

**Start:** Wednesday, May 10, 2017 1:00 PM

**End:** Wednesday, May 10, 2017 2:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Dixon, Doris

**Required Attendees:** Brock, Thomas; Betka, Sue; Silverberg, Marsha; Bachman, Meredith; Takai, Ricky; Wei, Thomas; Ruddock, Neil; Hinton, Anna; Petersen, Molly; Smith, Kathleen; OLCA Conference Room-Vacation Calendar

**Dixon, Doris**

---

**Subject:** HOLD Telephone Briefing on IES's OSP Evaluation on First Year Impacts with House Oversight and ED & WF majority staff

**Location:** 6W 338 OLCA Conference Room or call in (b)(6)  
passcode (b)(6)

**Start:** Thursday, May 11, 2017 1:00 PM

**End:** Thursday, May 11, 2017 2:00 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Dixon, Doris

**Required Attendees:** Brock, Thomas; Betka, Sue; Silverberg, Marsha; Bachman, Meredith; Takai, Ricky; Wei, Thomas; Ruddock, Neil; Hinton, Anna; Petersen, Molly; Smith, Kathleen; OLCA Conference Room-Vacation Calendar

**Cox-Roush, Deborah**

---

**Subject:** Meeting with HR

**Location:** W103

**Start:** Thursday, May 04, 2017 10:00 AM

**End:** Thursday, May 04, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah



**Cox-Roush, Deborah**

---

**Subject:** Fingerprints VA  
**Location:** 810 Vermont Avenue NW, Washington DC  
  
**Start:** Friday, May 05, 2017 2:00 PM  
**End:** Friday, May 05, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

**Ryder, Ruth**

---

**Subject:** OSEP CTD discussion with Stanley Buchesky  
**Location:** WDCFB6-7C101  
  
**Start:** Wednesday, May 10, 2017 3:15 PM  
**End:** Wednesday, May 10, 2017 3:45 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Ryder, Ruth  
**Required Attendees:** Buchesky, Stanley; Jackson, Terry; Wexler, Larry; Sanchez, Carmen; Guardino, David

(b)(5)

## EDOperationsForum

---

**Subject:** [Cancelled] Monthly Operations Forum  
**Location:** Conference Room 240-20 // Dial: (b)(6) // Code: (b)(6)  
**Start:** Wednesday, May 17, 2017 11:00 AM  
**End:** Wednesday, May 17, 2017 12:00 PM  
**Recurrence:** Monthly  
**Recurrence Pattern:** the third Wednesday of every 1 month from 11:00 AM to 12:00 PM  
**Meeting Status:** Accepted  
**Organizer:** EDOperationsForum  
**Required Attendees:** Betka, Sue; Budd, Sally; Dixon, Debra; Dorfman, Cynthia; Pepin, Andrew; Smith, Richard; McGinnis, Colleen; Araujo, Liza; Crowner, Quasette; Davis, Wanda; Hunter, Tina; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Winston, Melanie; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Carter, Denise; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Cook, Carolyn; Young, Diona; Tighe, Kathleen S.; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica; Petersen, Molly; Sessa, Matthew; Jordan, Lavern; Morris, David; Dedert, Mitchell; Green, Bianca; CHCO; Ford, Kim R.; Bruce, Sandra; Bergstrom, Peter; Moore, Ken; Morgan, Earl; Shipp, Paula; Wells, Harold; Soltis, Tim; Gray, Jason; Ryder, Ruth; Juengst, Phillip; Anand, Supreet; Maddox, Keith M.; Sheriff-Parker, Jennifer; Billups, Angela; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey; Miller, Meredith; Ham, Holly; Buchesky, Stanley; Adler, Sheryl; Arrington, Angela; Butler, Angela; Chester, LaVerne; Coles, Tawanna C.; Crabtree, Rachel; Dempster, Carolyn; Dixon, Cindy; Bacon, Ellsworth; Hairfield, James; Heath, Cynthia; Holloway, Michael; Lebo, Paul; Lessard, Ron; Long, Brenda; Matthews, Gail; Navalaney, Yvonne; Navarro, Erica; Shields, Trina; Simmons, James K.; Stanard, Stephanie V; Chism, Monique; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Lesko, Max; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Harless,

**Optional Attendees:**

Charles; Jones, Amy; Rodriguez, Blanca; Afrassiabi,  
Hourvash; Woodley, Danita; Bell-Ellwanger, Jenn;  
McDonald, Walter; Ingram, Geyssie; Dirrigl, Mary Louise  
Stanard, Stephanie; Flood, Kyle; Stevens, Katrina; Saylor,  
Takecia

Good afternoon,

This meeting has been cancelled. We will provide you with written updates.

Thank you.



## EDOperationsForum

---

**Subject:** Monthly Operations Forum  
**Location:** Conference Room 240-20 // Dial: (b)(6) // Code: (b)(6)  
**Start:** Wednesday, May 17, 2017 11:00 AM  
**End:** Wednesday, May 17, 2017 12:00 PM  
**Recurrence:** Monthly  
**Recurrence Pattern:** the third Wednesday of every 1 month from 11:00 AM to 12:00 PM  
**Meeting Status:** Accepted  
**Organizer:** EDOperationsForum  
**Required Attendees:** Betka, Sue; Budd, Sally; Dixon, Debra; Dorfman, Cynthia; Pepin, Andrew; Smith, Richard; McGinnis, Colleen; Araujo, Liza; Crowner, Quasette; Davis, Wanda; Hunter, Tina; Miller, Daniel J; Minor, Leontyne; Mwalimu, Munira; Richardson, Tameka; Stracke, Linda; Winston, Melanie; Conaty, Joe; Maestri, Phil; Brown, Cynthia; Washington, Mark; McHugh, Erin; Scott, Janet; Anderson, Margo; Cuffee-Graves, Cassandra; Luczak, Ronald; Styles, Kathleen; Mahaffie, Lynn; Kean, Larry; Carter, Denise; Rosenfelt, Phil; Runcie, James; Skelly, Thomas; Cook, Carolyn; Young, Diona; Tighe, Kathleen S.; Clark, Teresa; McFadden, Elizabeth; Ramakis, Jessica; Petersen, Molly; Sessa, Matthew; Jordan, Lavern; Morris, David; Dedert, Mitchell; Green, Bianca; CHCO; Ford, Kim R.; Bruce, Sandra; Bergstrom, Peter; Moore, Ken; Morgan, Earl; Shipp, Paula; Wells, Harold; Soltis, Tim; Gray, Jason; Ryder, Ruth; Juengst, Phillip; Anand, Supreet; Maddox, Keith M.; Sheriff-Parker, Jennifer; Billups, Angela; Wexler, Rob; Bowen, Jennifer; St.Pierre, Tracey; Miller, Meredith; Ham, Holly; Buchesky, Stanley; Adler, Sheryl; Arrington, Angela; Butler, Angela; Chester, LaVerne; Coles, Tawanna C.; Crabtree, Rachel; Dempster, Carolyn; Dixon, Cindy; Bacon, Ellsworth; Hairfield, James; Heath, Cynthia; Holloway, Michael; Lebo, Paul; Lessard, Ron; Long, Brenda; Matthews, Gail; Navalaney, Yvonne; Navarro, Erica; Shields, Trina; Simmons, James K.; Stanard, Stephanie V; Chism, Monique; Johnston, Michael; Harper, Geoffrey; Poirier, Kylie; Lesko, Max; Wood, Tony; Padgett, Cheryl; Wilson, Keith; Willoughby, Leslie; Anthony, Edward; Harless,



**Optional Attendees:**

Charles; Jones, Amy; Rodriguez, Blanca; Afrassiabi, Hourvash; Woodley, Danita; Bell-Ellwanger, Jenn; McDonald, Walter; Ingram, Geyssie; Dirrigl, Mary Louise Stanard, Stephanie; Flood, Kyle; Stevens, Katrina; Saylor, Takecia

Dear Colleagues:

When the Monthly Operations Forum (MOF) was conceptualized, there was an expressed need to continue building a spirit of teamwork among the senior leaders of the agency and to establish a forum for meaningful and candid discussion and collaborative problem-solving that will allow senior leaders to provide input on operational, administrative, and implementation challenges confronting the agency.

During each meeting, operations offices such as OCIO, OCFO, and OM have the opportunity to brief the status of operations, discuss new initiatives, and receive customer feedback on the performance of operations. In addition to regular updates from these offices, and to ensure that all participants have an opportunity to shape the MOF agenda, we are requesting agenda topics that you would like to hear more about from the various operational Principal Offices. When proposing agenda items, we ask that you let us know the topic and provide a short summary of what information you would like to receive from the briefing.

**The next MOF is scheduled for Wednesday, May 17. To ensure there is sufficient time to prepare for the meeting, please submit proposed agenda items by May 10.**

As a reminder, all questions and material should be sent to the following email address:  
[EDOperationsForum@ed.gov](mailto:EDOperationsForum@ed.gov).

**Buchesky, Stanley**

---

**Subject:** Loan ops

**Start:** Tuesday, May 09, 2017 11:00 AM

**End:** Tuesday, May 09, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:** U of Arkansas webinar/charter funding

**Start:** Tuesday, May 09, 2017 12:30 PM

**End:** Tuesday, May 09, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Cox-Roush, Deborah**

---

**Subject:** Meeting with (b)(6)  
**Location:** VA Room 432  
**Start:** Friday, May 12, 2017 9:00 AM  
**End:** Friday, May 12, 2017 11:00 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Cox-Roush, Deborah

**Buchesky, Stanley**

---

**Subject:** Loans

**Start:** Friday, May 12, 2017 11:00 AM

**End:** Friday, May 12, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



## Buchesky, Stanley

---

**Subject:** ERB call - Venkatesh V  
**Location:** (b)(6)  
**Start:** Thursday, May 11, 2017 3:00 PM  
**End:** Thursday, May 11, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

d\plain\fo

**Buchesky, Stanley**

---

**Subject:** Bart Epstein

**Start:** Tuesday, May 16, 2017 5:00 PM

**End:** Tuesday, May 16, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Subject:** Southwest Airlines Confirmation ME6QCS  
**Location:** TPA to DCA on Flight(s) 3671/1954  
  
**Start:** Friday, May 12, 2017 12:35 PM  
**End:** Friday, May 12, 2017 6:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

Thank you for purchasing travel on Southwest Airlines! Below you'll find your itinerary details and helpful links to online checkin, flight status messaging, and more. For your convenience, we have set a reminder to alert you when you can checkin for your flight.

To obtain your boarding pass, [check in](#) online starting 24 hours before your scheduled departure time. If you would like us to reserve your boarding pass 36 hours before your flight, learn more about [Early Bird](#) checkin.

#### Itinerary Details (Confirmation ME6QCS)

---

Friday, May 12, 2017

Depart Tampa (TPA) on Flight 3671 at 12:35 PM

Arrive in Indianapolis (IND) at 2:50 PM

Change planes in Indianapolis (IND) to Flight 1954 departing at 4:25 PM

Arrive in Washington D.C. (DCA) at 6:00 PM

Monday, May 15, 2017

Depart Washington D.C. (DCA) on Flight 325 at 3:05 PM

Arrive in Fort Lauderdale (FLL) at 5:50 PM

Change planes in Fort Lauderdale (FLL) to Flight 1872 departing at 6:25 PM

Arrive in Tampa (TPA) at 7:25 PM

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[Check](#) your flight status and subscribe to Flight Status Messaging

**Subject:** Southwest Airlines Confirmation ME6QCS  
**Location:** DCA to TPA on Flight(s) 325/1872  
  
**Start:** Monday, May 15, 2017 3:05 PM  
**End:** Monday, May 15, 2017 7:25 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

Thank you for purchasing travel on Southwest Airlines! Below you'll find your itinerary details and helpful links to online checkin, flight status messaging, and more. For your convenience, we have set a reminder to alert you when you can checkin for your flight.

To obtain your boarding pass, [check in](#) online starting 24 hours before your scheduled departure time. If you would like us to reserve your boarding pass 36 hours before your flight, learn more about [Early Bird](#) checkin.

#### Itinerary Details (Confirmation ME6QCS)

---

Friday, May 12, 2017

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Change planes in Fort Lauderdale (FLL) to Flight 1872 departing at 6:25 PM

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**Ruddock, Neil**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

Friday, May 12, 2017 12:00 PM

**End:**

Friday, May 12, 2017 2:00 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Buchesky, Stanley**

---

**Subject:** Call

**Start:** Friday, May 12, 2017 3:00 PM  
**End:** Friday, May 12, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Ruddock, Neil**

---

**Subject:**

(b)(6)

**Start:**

Monday, May 15, 2017 11:30 AM

**End:**

Monday, May 15, 2017 1:00 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** meeting prep

**Start:** Monday, May 15, 2017 1:00 PM

**End:** Monday, May 15, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil



Siry, Melissa

---

**Subject:** HOLD: Additional OSS State Plan Office Hours  
**Location:** WDCFB6-3C100  
**Start:** Wednesday, May 17, 2017 1:00 PM  
**End:** Wednesday, May 17, 2017 2:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Siry, Melissa  
**Required Attendees:** Schmidt, Ashlee; Hammer, Victoria; Rooney, Patrick; Miceli, Roberta; Barlow, Christine; Simons, Jane; Becker, Judith; Pasternak, Sharone; Miller, Meredith; Brickman, Michael; Jones, Amy; McKinney, Jessica; Scott, Tracey; Butler, James; Wells, Michael; Johnson, Patricia; Pilgrim, Christine  
**Optional Attendees:** Witt, Elizabeth; Bentley-Memon, Millicent; Putney, LaTisha  
**Attachments:** ME\_ConsolidatedStatePlan US DOE Revisions#3 (2017-05-04).pdf; Office Hours Agenda 5.17.17.docx

Agenda for tomorrow is attached. Note: Also need to discuss update re: MI.

**The Maine  
Consolidated State Plan  
Under the Every Student Succeeds Act**



**Maine Alternate Template March 27, 2017**

## Cover Page

Contact Information and Signatures	
<b>SEA Contact (Name and Position)</b>  Janette Kirk, ESEA Director	<b>Telephone</b>  207-624-6707
<b>Mailing Address:</b> State House Station 23, Augusta, Maine 04333-0023	<b>Email Address:</b> Janette.kirk@maine.gov
<p>By signing this document, I assure that:            To the best of my knowledge and belief, all information and data included in this plan are true and correct.            The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.            Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b> Robert G. Hasson Jr, Ed.D, Commissioner	<b>Telephone:</b> 207-624-6620
<b>Signature of Authorized SEA Representative</b> (b)(6)	<b>Date:</b> March 31, 2017
<b>Governor (Printed Name)</b> (b)(6)	<b>Date SEA provided plan to the Governor under SFA section 8541:</b> March 31, 2017
<b>Signature of Governor (If Applicable)</b> (b)(6)	<b>Date:</b> 4-10-17

The SEA, through its authorized representative, agrees to the enclosed assurances.



## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Maine's State Plan Table of Contents for Maine's Alternate Template

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine's State Plan Section and Page Reference
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>	<b>Citation to ESEA, as amended by the ESSA, and Part 200 regulations</b>		
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A p. 26
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B p.26-29
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B p.34-35
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C p.35-36
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C p.6-16
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A p.30-34
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D p.36-39 4.1.G p.40
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B p.41-44
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E p.39
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii p.42-43 4.2.B.iii p.43-44 4.3.B-D p.44-45
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C p.59-61
School Conditions	1111(g)(1)(C)	A.6	6.1.C p.81
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B p.77-78 and p.69-81
<b>Title I, Part C: Education of Migratory Children</b>			
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii-iii and vi p.83-85 and p.85
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv p.85
Use of Funds	1304(b)(4)	B.3	6.2.B.viii p.86-87
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>			
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i p.87-88
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii p.88-89



State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine's State Plan Section and Page Reference
<b>Title II, Part A: Supporting Effective Instruction</b>			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A p.52-54
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A p.52-54 5.3.E p.62-66
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A p.46-52
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B p.54-55
Data and Consultation	2101(d)(2)(K)	D.5	5.2.A p.52-54
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.2 p.46-47
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>			
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i p.89-90
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	4.1.A. p.33-34 and 6.2.D p.89-90
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B p. 21 2.2.D p. 22-25 6.2.D. p.89-90
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E p.69-82
Awarding Subgrants	4103(c)(2)(B)	F.2	6.1 p.82
<b>Title IV, Part B: 21st Century Community Learning Centers</b>			
Use of Funds	4203(a)(2)	G.1	6.2.E.i p.90-91
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii p.91-96
<b>Title V, Part B, Subpart 2: Rural and Low-Income School Program</b>			
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i p.96
Technical Assistance	5223(b)(3)	H.2	2.2.D p.22-25
<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>	<b>McKinney-Vento Citation</b>		
Student Identification	722(g)(1)(B)	I.1	6.2.G.i p.96
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii p.97
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii p.96
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1, 2 p.97 6.2.G.iv p.97
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi p.97-98
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi p.98
Assistance from Counselors	722(g)(1)(K)	I.7	6.2.G.vii p.98

## Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### **Historical Context for Maine's ESSA Plan from *Education Evolving*, *Maine's Plan for Putting Learners First* (Strategic Plan, January 2012)**

*Exciting things are happening today in schools across Maine. Teachers are using new instructional models that build educational experiences around the needs of the learner. Schools are moving away from grouping students by physical age and are instead developing proficiency-based systems that ensure all students have met learning outcomes at individualized paces. Schools are more fully integrating technology into the classroom, are engaging the broader community in teaching and learning, are using data on student performance to improve student outcomes, and are providing their students with more educational options and approaches. This ESSA state plan is based on prioritized needs identified in Maine's existing strategic plan that was stakeholder informed and driven. The commissioner spent three months on a listening tour throughout the state before articulating the strategic plan. The core priorities have driven state statutory enhancements over the past four years. The state initiated a shift from a Carnegie credits-based diploma to proficiency-based, recognizing multiple pathways to graduation. Nine school administrative units (SAUs) anticipate issuing proficiency-based diplomas beginning with the class of 2018, with the remaining SAUs phasing in over the next eight years. Educator effectiveness systems are in place in all of Maine's SAUs.*

*Maine is building on the great work being done in schools today moving from a century-old model of schooling to a more effective, learner-centered approach. This continues to require a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.*

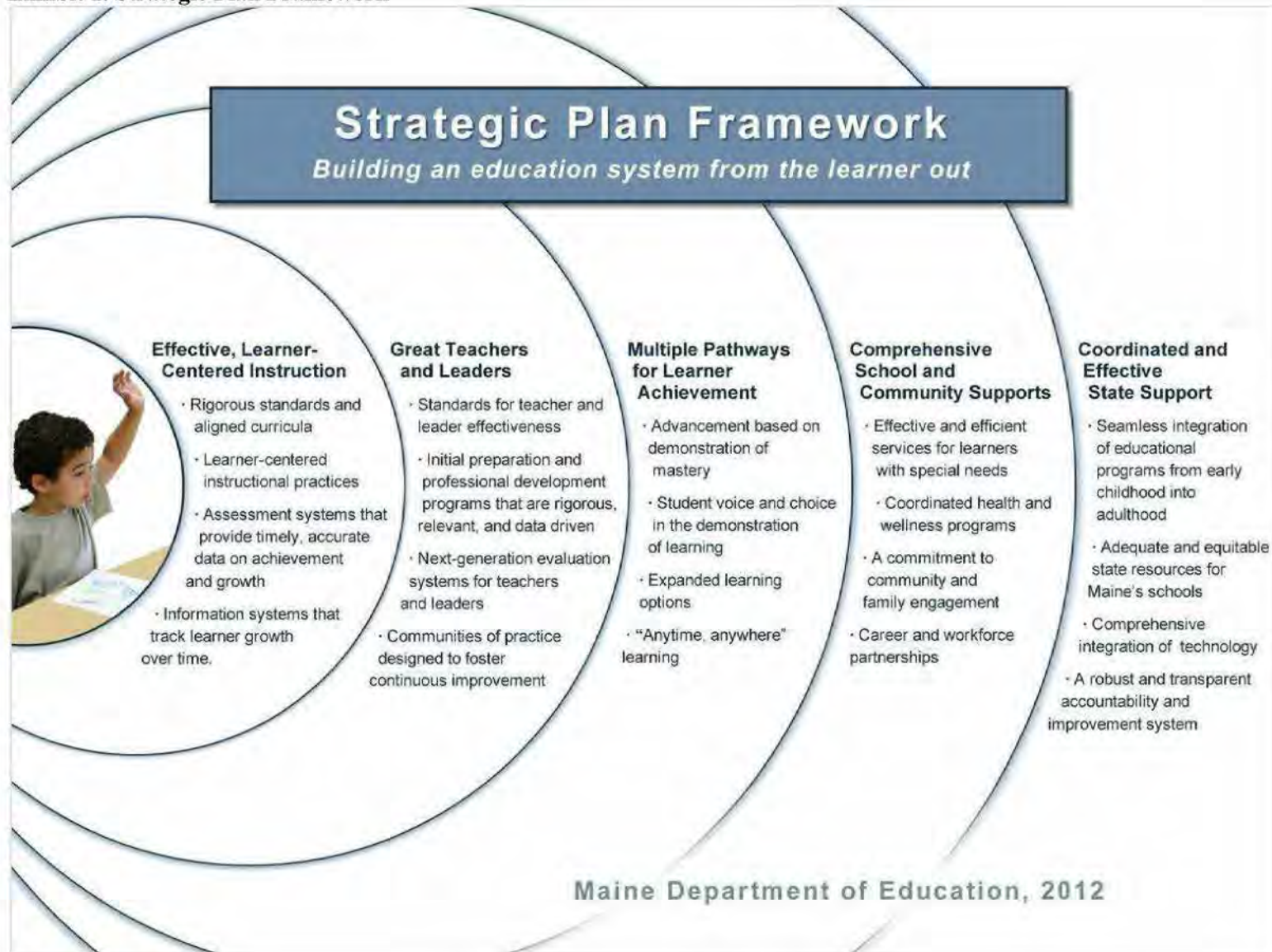
*The plan that follows is arranged into five core priority areas that are organized from the learner out, as Exhibit 1 illustrates.*

- *Closest to the learners are the **instructional practices** used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and the use of data to inform decision making.*
- *Effective instructional practices cannot be applied without **effective teachers and school leaders**, the second core priority area. Ensuring that every student is surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.*



- *Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating **multiple pathways for student achievement** must be a central focus of our efforts.*
- *For learners to be successful, a **comprehensive network of school and community supports** is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.*
- *Every effort must also be made to **carefully align the entire educational system** so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and system wide, and we must put a new accountability structure into place.*

Exhibit 1. Strategic Plan Framework





*Each of Maine's core priority areas is further divided into subcategories, with specific goals, objectives, and action steps developed for each. The result is a broad set of specific, measureable steps that will move Maine to a new model of schooling. Such a move will not take place through the imposition of heavy-handed mandates or one-size-fits-all approaches from state government but by building on the innovative work being done in schools across Maine already and by employing strategies to increase collaboration and sharing of best practices that are substantiated in a continuous improvement process. Maine's SAUs are scaling up and sustaining effective practices that have proven to have an impact.*

*Indeed, we are fortunate in Maine to have a number of schools and districts that have taken promising steps toward making the five core priority areas central to all that they do. We are beginning to see the profound, positive impact this laser-like focus on core priorities can have on individual students. Students in these early-adopting schools and districts are taking an active role in directing their own education.*

*Their education is taking place in classrooms intentionally designed to foster student engagement and empowerment. Their learning is facilitated by teachers trained in practices that make expectations transparent. The learning opportunities they are provided meet them where they are and support, encourage, and challenge them.*

*Making learning experiences like this available to every student in Maine must be our goal. In an era of fiscal challenges, the only way to make that goal a reality is to focus, at both the state and local levels, on those core practices that have the greatest impact on student success.*

#### **Additional Context from Maine's Blueprint for Future Generations Drafted Following a Survey of Stakeholders During the Summer and Early Fall of 2016**

Overarching goal: By 2030, 90% of Maine's students will graduate college and career ready.

#### **Where to begin?**

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and replaced the No Child Left Behind Act of 2001 (NCLB). The reauthorization of ESEA provides Maine an opportunity to develop and implement an accountability and support system for Maine schools and to ensure that all Maine students have access to an equitable education and that Maine students graduate college and career ready.

#### **The current system**

Maine's current system meets the needs of NCLB and ensures that Maine is in compliance with all necessary federal regulations governing the implementation of federal funds. The current accountability system ensures that Title I schools receive additional supports for disadvantaged students.

#### **A new vision**

In order to enhance the supports provided to schools, a cohesive model of school and district supports is required. Rather than the available funding streams determining how schools and districts implement and



drive programming, the needs of the schools and the students must be at the forefront of the work driving school improvement and ultimately student achievement for all students in Maine.

All districts and schools, according to Maine Department of Education Regulation, Chapter 125, Section 4 (in effect since 1983), are required to undergo a comprehensive needs assessment directly related to the core priorities of the strategic plan and to then develop a Comprehensive Education Plan that outlines primary needs forming the cornerstone of the school improvement work. All schools have improvements that can be made to enhance and improve instructional support to students, and all Maine schools must strive to improve. The zip code of a school should not be a determining factor regarding the implementation of school improvement supports.

### **A comprehensive, cohesive system of support**

As a result of the Comprehensive Education Plan and housed within Dirigo Star (a dynamic, electronic platform), Maine's school improvement management tool, each school will have clearly identified goals for the upcoming school year. The Maine DOE is leveraging the Dirigo Star platform for all SAUs, which has been used by seventy-nine (79) SAUs effectively and efficiently over the past five (5) years. Each school will develop a plan as to how it will address the identified needs and move toward achievement of the outlined goals. The SAU consolidated application will be reviewed and approved by the Maine DOE. The SAU plan will include a continuous improvement plan grounded in the core priorities of the strategic plan, including data analysis on the SEA and SAU levels. Once the needs of the school have been determined, the school leadership team will work to evaluate how available funding streams can be best used to supplement state and local funding to support SAU plans to address identified needs and prioritized principles. This results in all state, local, and federal funds working together to support the educational goals of students, educators, and schools.

#### **A. Academic Achievement.**

- i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals*

The Maine DOE established its overarching framework for accountability as the result of a survey (See Appendix D for survey results) undertaken during the spring and summer of 2016, which explored the following:

- prioritizing simplicity (focusing on a few key measures) or prioritizing robustness;
- prioritizing inputs, e.g., educator licensure, educator experience, or prioritizing outcomes, e.g., student academic performance, graduation rates;
- prioritizing student achievement when identifying schools and districts for support or prioritizing student growth or improvement when identifying schools and districts for support;
- identifying schools and districts that perform the lowest as compared to others or identifying schools and districts performing below a certain standard;
- identifying school districts based solely on its lowest performing school or identifying a school district based on the overall performance of its students;
- determining student performance by incorporating both achievement and growth;



- identifying schools focusing on the lowest overall student performance or other measures;
- identifying schools and districts with the largest achievement gaps between student subgroups or through other means;
- identifying and recognizing schools and districts with the best student outcomes versus just those with the lowest performance; and finally
- determining if the system should take into account student's college and career readiness outcomes as an accountability measure for districts and schools.

The Maine DOE has established “ambitious state designed, long term goals” with measures of interim progress for all students and subgroups of students as required by the US Department of Education. With a commitment “By 2030, 90% of Maine’s students will graduate college and career ready” the Maine DOE recognizes that it is critical to focus energy to close the gaps and ensure that every learner is able to transition to post secondary. The non-proficient 50% reduction is calculated by first identifying the 2016 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long term goal. For example,

**Subgroup: All Students**

Step 1: 2016 Baseline Proficiency = 50.59%

Step 2:  $100\% - 50.59\% = 49.41\%$

Step 3: Reduction goal of 50% of 49.41% = 24.7%

Step 4: Add reduction goal to baseline proficiency to determine the long term goal (increase in proficiency) for All Students subgroup  $24.7\% + 50.59\% = 75.20\%$

Under ESSA the Maine DOE has an opportunity to revisit this approach.

ii. *Provide the baseline and long-term goals in the table below.*

The table below provides the starting point (2016) for academic achievement by subgroup in English Language Arts and Mathematics. This is the first year (2016) of the EmPowerME (Maine’s 3-8 state level assessment) and SAT assessments. The second year is 2017.

**Exhibit 2. Summary Table**

Subgroups	Reading/ Language Arts: Baseline Data and Year 2016	Reading/ Language Arts: Long- term Goal 2030	Mathematics: Baseline Data and Year 2016	Mathematics: Long-term Goal 2030
All students	50.59% 2016	75.20%	38.31% 2016	69.15%
Economically disadvantaged students	36.6% 2016	68.30%	24.26% 2016	62.13%
Children with disabilities	15.51% 2016	57.75%	11.9% 2016	55.95%
English learners	15.86% 2016	57.93%	12.67% 2016	56.32%

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Subgroups	Reading/ Language Arts: Baseline Data and Year 2016	Reading/ Language Arts: Long- term Goal 2030	Mathematics: Baseline Data and Year 2016	Mathematics: Long-term Goal 2030
African Amer.	27.26% 2016	63.63%	16.63% 2016	58.31%
American Ind.	34.42% 2016	65.58%	23.11% 2016	61.56%
Asian	59.6% 2016	79.80%	49.92% 2016	74.86%
Hawaiian	49.47% 2016	74.73%	47.37% 2016	73.68%
White	51.62% 2016	75.81%	39.33% 2016	69.67%
Hispanic	43.01% 2016	71.51%	28.11% 2016	64.05%

The Maine DOE will update our long term goals and interim performance measures using both the 2016 and 2017 EmPowerME (Maine's 3-8 state level assessment) and SAT data by June 30, 2017. The interim performance measures are contained in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.

## B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Since December 2011, Maine has engaged in a statewide discussion leading to establishment of a system for meaningfully measuring student and school growth. Through these discussions, core principles of Maine's plan for a differentiated recognition, accountability, and support system were established and will continue to be employed as the Maine DOE moves into ESSA. These principles include a commitment to:

1. Establish rigorous learning standards and expectations in reading and mathematics;
2. Identify and provide targeted and specialized support for Maine's lowest performing schools;
3. Identify and provide targeted and specialized support for Maine schools with the greatest achievement gaps;
4. Provide schools and districts with annual accountability reports with ambitious long-term and interim goals that require every school and district to improve academic success for every student subgroup;
5. Ensure that every Maine school benefits from the instructional practices, organizational design, leadership approaches, and successful parent and community partnerships in place; and



6. Develop a system of statewide and regional supports, including vibrant networks that nurture and grow the capacity for educational excellence envisioned for the state of Maine. These networks and supports will be made available to all schools, regardless of their Title I status and their performance.

With these principles established, Maine DOE and education stakeholders worked to establish a goal for the state to achieve a graduation rate of 90% for each publicly supported secondary school, in addition to calculating the four-year adjusted cohort graduation rate including five- and six-year cohorts extended rates. Maine's graduation rate is articulated in state statute 20-A MRS §5031. The Maine DOE has established ambitious long term goals with measurements of interim progress for all students and subgroups for the four year adjusted cohort graduations rates and for extended year Cohort Graduations Rates. The details of the individual goals and interim measurements of progress are in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.

Ambitious long term goals were developed to reduce the percentage of non-graduating students in a five step process to result in the subgroups all meeting the goal of 90% by 2030. The calculation process, for example, is as follows:

**Subgroup: All Students**

Step 1: 2016 Graduation Rate = 86.83%

Step 2:  $90\% - 86.83\% = 3.17\%$

Step 3: Differential for each 3 year step is 3.17 divided by 5 = .61%

Step 4: Add to the baseline .61 % and add the .61% to each subsequent step to reach the goal of 90% by 2030.

This calculation methodology is used for each of the subgroups with the five step differential based on the difference between 90% and the baseline % divided by 5 and added to the baseline and each subsequent step.

*Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

**Exhibit 3. Goals for the Four-year Adjusted Cohort Graduation Rate**

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
All students	86.83% 2016	90% or maintain current 2016, whichever is greater, graduation percentages by 2030
Economically disadvantaged students	77.77% 2016	
Children with disabilities	72.19% 2016	
English learners	78.14% 2016	
Race – Hispanic/Latino	83.46% 2016	
Race – American Indian	84.91% 2016	
Race – Asian	90.68 % 2016	
Race – Black or African American	76.77% 2016	



Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
Race – Native Hawaiian or Other Pacific Islander	88.24% 2016	
Race – White	87.29% 2016	

- ii. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

The same methodology used above for the four year cohort is used for the Extended Year Cohort Rate to include the interim progress measures which are contained in Appendix A. Ambitious long term goals were developed to reduce the percentage of non-graduating students in a five step process to result in all subgroups meeting the goal of 90% by 2030. The calculation process, for example, is as follows:

**Subgroup: All Students**

Step 1: 2016 Graduation Rate = 86.83%

Step 2:  $90\% - 86.83\% = 3.17\%$

Step 3: Differential for each 3 year step is 3.17 divided by 5 = .61%

Step 4: Add to the baseline .61 % and add the .61% to each subsequent step to reach the goal of 90% by 2030.

This calculation methodology is used for each of the subgroups with the five step differential based on the difference between 90% and the baseline % divided by 5 and added to the baseline and each subsequent step.

**Exhibit 4. Goals for Extended-year Cohort Graduation Rates**

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
All students	88.61% 2016	90% or maintain current 2016, whichever is greater, graduation percentages by 2030
Economically disadvantaged students	80.82% 2016	
Children with disabilities	77.27% 2016	
English learners	86.12% 2016	
Asian	94.27% 2016	
American Indian	83.49% 2016	
Black	83.47% 2016	
Hispanic	84.13% 2016	
Native Hawaiian	93.33% 2016	
White	88.84% 2016	
Multiple Races	86.62% 2016	



**C. English Language Proficiency.**

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
  1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
  2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
  3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

A uniform procedure is applied to all students in Maine upon enrollment for the first time to any school in order to identify students for whom English is not their first language. A screening assessment is administered within 30 days of a student's enrollment in the district to those students who have a language other than English documented in the Home Language Survey. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment are eligible for language instructional services. School districts in Maine must annually assess the English language proficiency of all ELs in kindergarten through 12 using ACCESS for ELLs for the purpose of determining the continuing need and eligibility of individual students for language program services.

The state of Maine considers the student's initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition.

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing the English Language Proficiency assessment, ACCESS 2.0, trend data to determine long-term goals and interim measures of progress by June 30, 2017.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing ACCESS 2.0 trend data to determine long-term goals and interim measures of progress.

A baseline will be established using trend data from the ELP assessment in consideration of WIDA's standard-setting. Once the baseline for ACCESS for ELLs has been established, the 90 percent target to 2030 will be back mapped with three-year interim goals.

The measurements of interim progress shared below are based on progressive increases in the percentage of all English learners in Maine who make annual progress toward the long-term goals. These measures of interim progress are not the result of a review of trend data as described above. As indicated previously, the ESSA Advisory Workgroup review trend data and Maine DOE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Maine.

#### Exhibit 5. State-designed Goals for English Learners

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	ACCESS 2.0 2016 30%	90% 2030

EL Proficiency		2016	2018	2021	2024	2027	2030
All English learners	% of ELs achieving proficiency	30%	42%	54%	66%	78%	90%

Upon full review of the trends by the ESSA Advisory Workgroup by June 30, 2017 the Maine DOE the interim measures will be updated.



## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan. The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** *Provide evidence that the SEA met the public notice requirements relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

In late October 2016, Maine DOE established an ESSA Advisory Workgroup. This workgroup was composed of twenty-two (22) individuals (Appendix E), representing all 16 counties of the state, including rural and urban areas. The workgroup represents a broad range of stakeholders, including teachers, principals, curriculum coordinators, English language teachers, parents, school board members, superintendents, and State Board of Education representatives. The workgroup held four convenings: November 2, 2016; November 30, 2016; January 11, 2017; and January 31, 2017. After the first initial meeting, the workgroup was expanded by eighteen (18) additional stakeholders who volunteered to work on one of three specific subworkgroups: (1) school review; (2) school supports; and (3) consolidated application. The workgroup membership and notes with the embedded agendas are in Appendix E. All meetings were open to the public. Each subworkgroup examined the components of the consolidated application pertinent to its

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content area and discussed potential recommendations. As a result, each subworkgroup developed (1) possible accountability indicators; (2) tiers of support for schools based on determinations of need and the types of technical assistance to be provided; and (3) interventions for consideration at each tier on the basis of individual SAU needs. In addition, the workgroup reviewed and discussed the educator equity strategies most pertinent going forward and developed the state guidance for the definition of “ineffective teacher.” All documents with specific recommendations were shared with the ESSA Advisory Workgroup and subworkgroups and were made available to the public via the Maine DOE ESSA [webpage](#) following each meeting. The ESSA Advisory Workgroup reviewed the draft ESSA Plan on February 14, 2017. All ESSA Advisory Workgroup and subworkgroup members are committed to continue active advisory roles in plan development and implementation ranging from U.S. Department of Education Peer Review and approval into implementation and continual improvement at the state and local levels. The Maine DOE will convene the ESSA Advisory Workgroup and subworkgroups on a quarterly basis to ensure continued communication, reflection, feedback, and improvement cycles. The ESSA [webpage](#) also will be updated on a regular basis. The Maine Consolidated State Plan was posted on the department website from March 1-30, 2017 for public comment.

**B. Outreach and Input.** *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

- i. *Conducted outreach to and solicited input from the individuals and entities listed above during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

Immediately following the passage of the federal law, the Maine DOE developed an internal ESSA Team, composed of the chief academic officer, federal state legislative liaison, Title I coordinator, English language learner consultant, data team leader, director of special services, higher education consultant, educator effectiveness coordinator, and director of certification. The team began early conceptual discussions about how Maine would approach the new ESSA framework. In an effort to gather an unfettered conceptual framework from the stakeholders in the field, this internal team developed a short survey (Appendix E) with a Likert scale to explore stakeholder input concerning emphasis and prioritization on inputs versus outcomes, student growth versus student achievement, identification of schools for improvement and recognition, identification of schools on the basis of achievement and achievement gap, and college and career readiness as an additional indicator. The Maine DOE circulated the survey via a Commissioner's [Update](#), verbal communication at every face-to-face meeting of stakeholders with internal team members, and [posting](#) on the Maine DOE webpage. The survey was live for nearly four months, from early June to late September 2016. In total, 496 individuals responded to the survey. Their responses gave the Maine DOE a clear, proactive framework for Maine's system, which led to the drafting of Maine's Blueprint for Future Generations. The key themes that emerged from the survey were recommendations to (1) focus on improvements and achievements of all students; (2) provide differentiated support for all schools; and (3) emphasize college- and career-readiness outcomes. In addition,

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department staff were visible and engaged to attend pre-existing stakeholder convenings to share the new requirements and opportunities within ESSA. For example, department staff presented at Committees of Practitioners, Maine Principals Association, Maine School Management Association, ESEA Coordinators and Title I Coordinators, Maine Title I Educators Network, Maine Association of Special Education Directors, the Superintendents' Conference, the English Language Coordinators from across the state, and the Joint Committee on Education and Cultural Affairs of the Legislature. Early and ongoing feedback from these stakeholders reinforced the developing conceptual framework of Maine's plan. The Maine DOE State Plan was posted March 1, 2017, for 30 days, and after that time the plan was revised according to stakeholder comments and feedback.

- ii. *Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

Three subworkgroups made up of ESSA Advisory Workgroup members and other interested stakeholders convened on November 30th and January 11th and 31st for full-day meetings to develop recommendations to the department for sections of the Maine Consolidated State Plan.

On February 14, 2017, the acting commissioner of education, the governor's senior policy advisor, and four department leadership staff met with the governor to discuss the framework of Maine's developing state plan.

The internal ESSA Team met weekly to process the comments after the state plan was posted for 30 days.

The ESSA Team remained cognizant of all feedback received through surveys and presentations as mentioned and outlined in section B(i) above when developing Maine's ESSA plan. The survey results lead to the differentiated technical assistance model in 2.2D below. The Maine DOE worked with a statistician to review the viability of the accountability indicator models the subgroup suggested.

- C. **Governor's consultation.** *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

The Maine DOE received input directly from Governor Paul R. LePage and his senior policy adviser for education.

Date SEA provided the plan to the Governor: March 31, 2017

Check one:

- ☒ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.

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## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The Maine DOE intends to implement an LEA consolidated application in a phased process, which will begin during the SEA consolidated application review by the U.S. Department of Education during the spring and early summer of 2017. Our comprehensive system under ESSA contains all the components of Maine's integrated strategic plan on the state level and each SAU's comprehensive educational plan that they review on a yearly basis as required by Maine regulations for more than 20 years.

### Exhibit 6. SAU Training and Plan Development

<i>Phase</i>	<i>Timeline</i>	<i>Action</i>	<i>DOE Support</i>
<b>Phase I: Comprehensive Needs Assessment Training</b>	Summer 2017	SAUs will be offered training on the implementation of a comprehensive needs assessment to identify and prioritize needs.	Training  The Maine DOE will provide a template.
<b>Phase II: Root Cause Analysis Training</b>	Fall 2017	Training root cause analysis which would lead to aligned strategy development will be offered	Training
<b>Phase III: SAU Plan Development</b>	By the end of March 2018	SAUs will have completed a comprehensive needs assessment, root cause analysis and assets and challenges analysis which will lead to the development of a consolidated SAU plan	Template to be provided
<b>Phase IV: Completion of a Funding Application</b>	July 2018	Completion of a cross Title/Federal programs, integrated budget of the projects to be undertaken. The integrated budget will reflect federal, state, local and any regional resources dedicated to the projected work	Training in the Spring of 2018 Template to be provided
<b>Phase V Differentiated Supports</b>	School year 2018-2019	Once the consolidated applications are approved the SEA and SAU will determine how the SAU needs will be aligned with the system of supports	Differentiated supports



The comprehensive needs assessment will reveal the specific needs of the SAU and will allow for a prioritization of the core principles. The Assets and Challenges Analysis will lead to the determination of evidenced-based practices needed and targeted supports. Phase IV will be examined for alignment with the State Plan. Based on the needs of the SAUs the Maine DOE will determine what types of state level activities should be provided in which regions of the state.

The Maine DOE intends to use the DirigoStar electronic platform currently used by 79 of our SAUs as a part of the current school improvement protocol. DirigoStar, Maine's variation of Indistar®, guides a leadership team through effective practices, specific indicators, and Wise Ways® that focus the team on the principles of effective schools. Wise Ways® provides technology links to indicators forming a succinct synthesis of related research, examples, and resources. The ESSA subworkgroup on the consolidated application supported the continued use of the electronic platform as an efficient vehicle for all SAUs. The desire is to use a simple yet multifaceted platform that is dynamic and does not require repeated entry of the SAU information.

- B. *Monitoring.*** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The Maine DOE undertakes a consolidated monitoring process for all federal programs. This consolidated monitoring will involve all federal titles under ESSA. The Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports (see D below). Increased access to data will provide impetus for change on both the SEA and SAU levels. The DirigoStar electronic, dynamic platform will allow the comprehensive education plan and improvement plan for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes.

A regional support network of twelve coaches and mentors who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The mentors and coaches will provide tiered, differentiated supports on the basis of the individual needs of the schools. The superintendents in their nine cluster regions routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes.

- C. *Continuous Improvement.*** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Monitoring is undertaken as outlined in B above. The ESEA Team currently meets monthly to discuss implementation of individual Federal programs and collective implementation and



monitoring of all Federal programs. The school improvement team meets bi-monthly to calibrate their work, discuss challenges and successes in addition to how to move the work forward.

In addition to this system of monitoring, the school improvement team and ESEA Team will continue to meet on a monthly or bi-monthly basis (team specific) in order to review current initiatives, successes, and challenges in addition to evaluating current supports and making any necessary revisions moving forward.

Each SAU will complete a comprehensive needs assessment prior to the development of the comprehensive educational plan. The Maine DOE will review all of the needs assessment results on an annual basis and consult with the ESSA Advisory in order to update and improve the activities supported under Title II A. *(Revised Template, Section D.5)*

**D. Differentiated Technical Assistance.** *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

The Maine DOE's approach to providing differentiated assistance to SAUs and schools to support effective implementation of SEA and SAU strategies is articulated in the 2016 *Maine's Blueprint for Future Generations*. The Maine DOE differentiated technical assistance will apply to Title I, IIA, IIIA and V and where necessary will involve an integrated approach. *(Revised Template D.5,E.3.i-ii, and H.2)* This blueprint was developed as a result of the review of the results of the survey and describes the Maine DOE differentiated system of supports as follows:

Maine's proposed statewide system of support is designed to provide implementation of a unified state system directly focused on improving the academic achievement of all students. Similar to the intervention process implemented in Maine's schools, Maine's framework for supporting all schools—including schools experiencing challenges—will enlist a differentiated approach, targeted interventions, and supports aligned to the level of need.

Maine will establish standards for schools that serve as the context for school improvement. School success will be measured using data from the proposed primary indicators below from which will inform the level of necessary support.

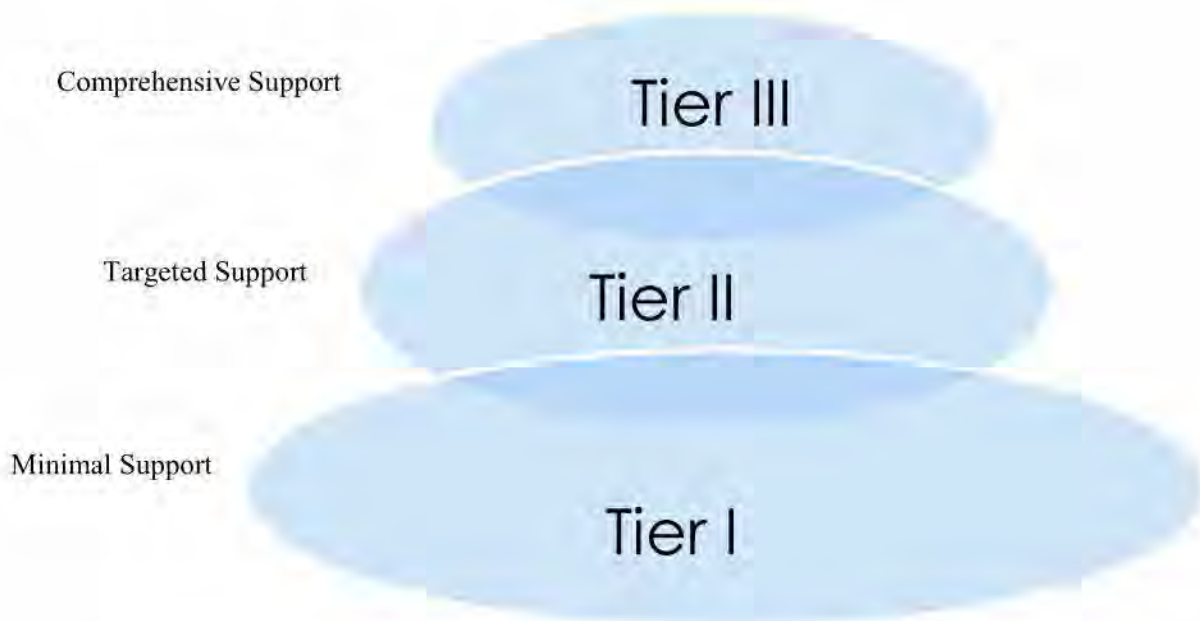
**Grades 3-8**

- (1) State Assessment eMPowerME
- (2) Student Progress
- (3) English proficiency for English learners
- (4) Consistent attendance

**High School**

- (1) State assessment
- (2) Graduation rate
- (3) English proficiency for English learners
- (4) Consistent attendance

## Exhibit 7. Levels of Support for Tiers I, II, and III



Maine's statewide system of support includes Maine DOE personnel who serve as content-area specialists and regional representatives, as well as contracted school improvement coaches. School improvement coaches provide direct support and coaching for assigned schools and districts by facilitating the needs assessment and planning process. The school improvement coaches support the school improvement process by engaging the entire staff in analyzing the data and making solid data-driven decisions to improve student achievement.

After the identification of schools on the basis of the identified indicators within Maine's accountability system, a school improvement coach will be assigned to each Level II and Level III school. Additional school data will be reviewed to further determine the level of support needed. As all schools will be required to develop school improvement plans, increased differentiated supports will be provided as necessary to Level II and III schools.

### School improvement plan components:

1. School leadership teams: membership includes principal, district leadership, staff representing content and student groups, parents, and students when appropriate or possible.
2. Improvement plan elements are differentiated to align with the school's level of challenge and priority of needs. The DirigoStar electronic platform contains recommended evidenced-based practices to be employed.
3. Improvement plans will demonstrate and assist in the assessment and implementation of key principles of school success:
  - a. Strong leadership
  - b. Staff evaluation and professional development
  - c. Expanded time for student learning and teacher collaboration



- d. Rigorous, aligned instruction
  - e. Use of data for school improvement and instruction
  - f. Positive school and classroom culture
  - g. Family and community engagement
4. All school improvement plans will demonstrate and assist in the assessment and implementation assess of the following improvement indicators:
    - a. The school will use an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for all students experiencing challenges and currently unsuccessful or in need of targeted interventions.
    - b. The school uses a **tiered, differentiated intervention process** to assign research and evidence-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
    - c. The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.
  5. The school leadership team, with assistance from district staff responsible for the areas of need and any other specialists, will begin developing tasks to address challenge areas. Each task must include measureable objectives. DirigoStar is available to schools in order to monitor and document necessary interventions and tasks in addition to providing essential on demand access to Wise Ways® which provides research and videos demonstrating the success of said interventions and best practices.
  6. Plans and tasks will be reviewed for effectiveness by school improvement coaches and Maine DOE staff.
  7. Plans will be monitored quarterly and on an annual basis by SEA staff.

#### Exhibit 8. Maine DOE’s Comprehensive System of Support

Level of Support	Identified Schools	Types of DOE Support
<b>Level III:</b> <b>Comprehensive directed support</b> <b>Schools with identified comprehensive challenges to be met with comprehensive and intensive supports</b>	Schools below state expectations across multiple required accountability indicators	Increased supports to assist with the implementation of the Comprehensive Education Plan  Utilization of the mentors and coaches for focused support and models of effective strategies
<b>Level II: Targeted directed support</b> <b>Schools with identified specific challenges to</b>	Schools below state expectations in specific, targeted accountability indicators with consistently	Increased supports to assist with the implementation of the Comprehensive Education Plan

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<b>be met with targeted supports</b>	underperforming subgroups	Utilization of the mentors and coaches for focused support and models of effective strategies
<b>Level I: General, statewide support</b>	Schools meeting expectations State-level professional development Availability of DirigoStar Regionalized supports and professional development	Comprehensive Education Plan in place  State & Regional professional development supports

### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

“Maine’s Strategic Plan Core Priority 1: Effective, Learner-Centered Instruction focuses on an assessment system that provides timely, accurate data on achievement and growth over time that will continue to drive Maine’s ESSA work.”

#### Assessment

The Maine DOE mathematics specialists support the development of the state assessment with item review, test form review, and data review for Grades 3 through 8 and high school. They also conducted statewide regional training on how to access and use the data around the SAT results in collaboration with the College Board. The Maine DOE began using the SAT as the Grade 11 assessment in 2006 to allow all students to aspire to being college and career ready. There was a year’s hiatus when Maine DOE moved to the Smarter Balanced test. Many parents were concerned about the Smarter Balanced test, as their preference was for their students to take the SAT, which Maine DOE reinstituted as the Grade 11 assessment. The Maine DOE mathematics specialists created probes from released items and are in the process of gathering student work to use during professional development with teachers (helping to support implementation of formative assessment through the use of summative assessment released items to inform instruction and best practices).

*(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support—NOTE: Core priorities of the strategic plan addressed in this section)*

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C).

☒ No.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA in languages other than English.

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Maine has historically had very few English learners in our student population, but these numbers are growing each year. In order to determine “languages other than English that are present to a significant extent in the participating student population,” Maine uses the threshold of 3% of the tested student population. The data in the exhibit below show the numbers for the four most common first-language groups in Spring 2016. Although none of the first-language groups in Maine has yet reached the 3% threshold, we are designating the most populous first language, Somali, as “present to a significant extent.”



**Exhibit 9. The Most Common First-Language Groups as of Spring 2016**

<b>First Language</b>	<b>No. of English Learners Statewide</b>	<b>No. of English Learners in Testing Grades</b>	<b>Percentage of All Students Tested in Mathematics</b>
Somali*	1,728	1,060	$(1,060/91,541) * 100 = 1.16\%$
Arabic	775	452	$(452/91,541) * 100 = 0.5\%$
French	531	344	$(344/91,541) * 100 = 0.4\%$
Spanish	442	323	$(323/91,541) * 100 = 0.4\%$

*Note.* As Maine’s most populous language other than English, Somali is considered “present to a significant extent.”

- ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

The Maine DOE does not currently provide any of our required state assessments in a language other than English. In 2014–15, Maine used the Smarter Balanced assessment, and did provide the Spanish translation of the mathematics assessment for the small number of students for whom that was beneficial. For 2015–16, Maine adopted new assessments (i.e., eMPowerME from Measured Progress and SAT from the College Board), which had never been administered anywhere prior to 2015–16. These new assessments are not currently available in any languages other than English.

- iii. *Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.*

Maine’s academic assessments are not available for students whose first language is Somali, the only language designated as “present to a significant extent” according to Maine’s definition. We need to offer our assessments in mathematics and science to students translated (transadapted) into Somali.

- iv. *Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:*

1. *The State’s plan and timeline for developing such assessments, including a description of how it met the requirements;*

The Maine DOE has begun planning for the development of Somali transadaptations of mathematics (Grades 3–8 and high school) and science (grades 5 and 8 and high school) assessments. Test transadaptations involves both the translation and adaptation of items, originally written in the source language and the replacement of items unfit for translation/transadaptation with items written in the target language. The Maine DOE has done initial research on

best practices and challenges associated with transadapted assessments and reached out for support. We have had initial conversations with our testing companies (i.e., Measured Progress and College Board) about processes and cost. The Maine DOE has also consulted with the National Center for the Improvement of Educational Assessment (NCIEA) and been briefed on current research and practice. The topic of test transadaptation is also on the agenda for Maine's Spring 2016 meeting with our Technical Advisory Committee (TAC). The Maine DOE will work with stakeholders to determine whether families access the written word in Somali, which will help the Maine DOE determine whether a transadaptation is necessary.

The Maine DOE knows that this needs to be a thoughtful process in order to produce valid results that are comparable to results for the English versions. The target is to be able to provide a mathematics assessment in Somali in Spring 2018 should it be warranted. The Maine DOE will consider a transadapted version of our science assessment in a few years, once the Maine DOE has revisited our science content standards and know the resulting impact on our science assessments.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

Development of assessments in languages other than English is new territory for the Maine DOE, and we know we will need good advisers. The Maine DOE will rely on external technical expertise (e.g., TAC, NCIEA, Wisconsin Center for Educational Research, Council of Chief State School Officers). The Maine DOE will also require the guidance of Maine's Somali community (i.e., educators, parents, students) to help inform the process and also to review the text and art of transadapted items to check the language style, cultural sensitivity, and idiomatic expressions.

It is critical that we develop a process to determine the optimal language for testing any individual student. The Maine DOE certainly cannot assume that students whose first language is Somali will be best able to access the assessment in Somali. Many of Maine's immigrant students have not acquired the literacy (reading and writing) skills in their first language that would enable them to access the assessment. Moreover, with much instruction of the assessed content having been delivered in English, content-specific language may be more familiar in English. The Maine DOE will rely on Maine's Somali students, their families and the educators who know them well to determine the language that will make the assessment most accessible for them.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*



The tests Maine used in 2015–16 were brand-new assessments, never previously used in Maine or elsewhere. We, and our testing companies, have been working through the first-year challenges with the English versions of the tests and associated processes. The 2016–17 administrations in English will benefit from those lessons.

Also, testing in a language other than English is a new and significant step for Maine, the Maine DOE, and the education community. We need to learn and proceed carefully as we develop assessments in Somali for 2017–18.



## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

Maine's Core Priority of Coordinated and Effective State Support within Maine's Strategic Plan focuses on coordinated and equitable resources for Maine's schools and a robust and transparent accountability and improvement system to serve as the supportive framework for the ESSA plans in this section.

### 4.1 Accountability System.

An important caveat to this section of Maine's plan is that we have shifted from the New England Comprehensive Assessment Program for grades 3-8 and the SAT for grade 11 used in 2006-14, to Smarter Balance in 2015, to eMPowerME in 2016. We will not have a second year of student performance under eMPowerME until later this spring. Until Maine has data and can conduct simulations for combining multiple indicators to generate the summary measures of school performance, we present this section as a conceptual framework for the accountability system which we will launch at the end of the 2017-18 school year. Maine will be able to run simulations with two years of data by June 30, 2017 in order to finalize the actual weights.

**A. Indicators.** *Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in section 1111(c)(4)(B) of the ESEA.*

- *The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State,*
- *Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. Revised Template A.4.iv.(b)*

Maine's progress measure is a combination of achievement and progress on assessments which creates a unique measure that informs schools progress and identifies long term goals and interim measures. This progress measure is sensitive to different performance levels and provides adjustments for high performing versus low performing schools.

- *For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.*
- *the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State.*

Indicators must be researched based, must have state-level data and definitions available, and must not be corruptible.

**Exhibit 10. Measures Included in Indicators**

<b>Indicator</b>	<b>Measure(s)</b>	<b>Description</b>
i. Academic Achievement	Proficiency rate as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 3–8 and SAT for Grade 11 (eMPowerME is Maine’s 3-8 grade assessment name)	Percentage of students who are proficient in the annual statewide assessments
ii. Academic Progress	Progress as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 4–8	Specific measures to be calculated as described below.
iii. Graduation Rate	Adjusted cohort graduation rates (four-year rate, as well as five- and six-year rates)	Percentage of students who graduate on time (four years, after their first time entering Grade 9) and extended (five and six years) according to the adjusted cohort methodology
iv. Progress in Achieving English Language Proficiency	English Learner Progress	Specific measures to be calculated
v. School Quality or Student Success	K-12: Consistent attendance	Percentage of students at a school who have regular attendance



Maine's Academic Progress measure is computed based on a blended approach that incorporates both measures of academic proficiency and growth for the school. This approach was recommended by Maine's Accountability Advisory Working Group and is based on the Student Learning Index (SLI) presented by AdvancED at the ESSA Symposium in September 2016. Under this approach, schools are divided into quartiles based on their proficiency in the content area (i.e., <sub><sub>= ELA or mathematics). The quartile to which a school is assigned determines the weighting scheme for the proficiency and growth measures that are used in the Academic Progress calculation. The table below provides an example of the weighting scheme by quartile.

Proficiency Quartile	Proficiency Weight ( $w_{\text{prof}}$ )	Growth Weight ( $w_{\text{grow}}$ )
4 <sup>th</sup> (76 <sup>th</sup> to 100 <sup>th</sup> percentile)	75%	25%
3 <sup>rd</sup> (51 <sup>th</sup> to 75 <sup>th</sup> percentile)	55%	45%
2 <sup>nd</sup> (26 <sup>th</sup> to 50 <sup>th</sup> percentile)	45%	55%
1 <sup>st</sup> (1 <sup>st</sup> to 25 <sup>th</sup> percentile)	25%	75%

Please note that the weights in the table are illustrative. Maine DOE is currently modeling the accountability system with legacy data from a previous testing program. Maine DOE will also model the system using data from the new assessment system, using 2016 and 2017 data, before finalizing the parameters for the system.

To calculate the Academic Progress indicator for a school, content area-specific progress measures (ProgressELA and ProgressMath) are first computed as follows:

$$\text{ProgressELA} = \text{ProfELA} \times w_{\text{ELA\_prof}} + \text{GrowELA} \times w_{\text{ELA\_grow}}$$

$$\text{ProgressMath} = \text{ProfMath} \times w_{\text{Math\_prof}} + \text{GrowMath} \times w_{\text{Math\_grow}}$$

where ProfELA and ProfMath are the proficiency rates (% at Level 3 or higher) for the school in the current year for ELA and mathematics respectively; and GrowELA and GrowMath are the growth scores for the school in ELA and mathematics respectively. The growth scores are computed based on the transition table approach using data from both the current year and the previous year, as described on Maine's school report cards web page.

The overall Academic Progress indicator for the school is then computed as a weighted average of the content area-specific progress measures.

$$\text{Academic Progress} = (\text{NELA} \times \text{ProgressELA} + \text{NMath} \times \text{ProgressMath}) / (\text{NELA} + \text{NMath})$$

where NELA and NMath are the number of students in the school used to compute its growth scores in ELA and mathematics respectively.

One key reason that the Accountability Advisory Working Group recommended this approach is the balance it provides in calculating the Academic Progress indicator for each school. The approach places more emphasis on proficiency for higher achieving districts (who have less room to grow in terms of proficiency) and emphasizing growth for lower achieving districts (who have more room to grow because of their lower proficiency).



Maine will review currently established weights using two years of assessment data (2016 and 2017 (Maine's 3-8 state level assessment-EmPowerME and Maine's high school assessment-SAT data) by June 30, 2017 in order to update the weights.

Maine DOE will explore other college- and career-ready indicators and the necessary data sources and data definitions needed on the SEA level to measure those in a valid and reliable manner within the next year or so. In addition the Maine DOE will explore the viability of including science assessment and a social emotional measure for the 2018-19 school year to allow more robust indicators.

The definition for English language proficiency is English Learners (ELs) are reclassified and reported as fully English proficient by School Administrative Units (SAUs) in Maine, based on ACCESS for ELLs 2.0® test results. A student is reclassified as Fully English Proficient and no longer identified as EL when the student reaches ELP in grades K-12 by achieving a Composite (overall) Score of 6.0 on ACCESS for ELLs 2.0, Maine's ELP assessment. An EL who has attained a Composite (overall) Score of 6.0 on ACCESS for ELLs 2.0 will no longer be classified as EL. Fully English Proficient is the language classification level of students who attain English language proficiency (ELP) and exit from EL status. (*Section A.4.iv of the Revised Template*)

Maine's English Language Proficiency measure will include the following elements.

#### Gaining Proficiency

Students who enter school with the lowest level of proficiency in English will have the most time to become proficient. This measure assists in determining if students are gaining proficiency as measured by the ACCESS assessment in time to enjoy the full benefits of their educational experience.

- Students achieving Level 1 on the ACCESS would have 6 years to attain proficiency;
- Students achieving Level 2 on the ACCESS would have 5 years to attain proficiency;
- Students achieving Level 3 on the ACCESS would have 4 years to attain proficiency;
- Students achieving Level 4 on the ACCESS would have 3 years to attain proficiency;
- Students achieving Level 5 on the ACCESS would have 2 years to attain proficiency;
- Students achieving Level 6 on the ACCESS have already demonstrated proficiency in their use of the English language

#### Annual Proficiency Benchmarks

This measure assists in determining if students are gaining fluency at an annual rate that allows them to gain proficiency in English "in time." Proficiency Benchmarks specific to EL students' ACCESS Level 1-5 categories will be calculated annually, and will serve as targets for educators supporting students in attaining English language proficiency.

Benchmarks will be calculated using a combination of initial proficiency levels (identified using ACCESS), the state-determined number of years that students associated with that level will have to attain proficiency, and the ACCESS proficiency cut scores associated with each student's grade level.

In order to determine whether an English Learner makes acceptable progress in achieving English language proficiency for each year (grade) tested, the following Annual Growth to Target formula would apply:

$$\text{Target score} - \text{Current Score} / \# \text{ years} = \text{Observed scale score gain}$$



Target Score= overall proficient scale score for attainment in X years, based on initial proficiency level

Current Score= overall scale score

Years= # years that remain to attain proficiency in pre-determined time frame.

The expected growth target(s) would be reset every year until proficiency is attained and would be unique to each student. If a student does not attain proficiency within the time frame identified for them, based on their initial performance on the ACCESS assessment, the “Years” variable in the above equation would be set as “1”. As these scores are determined by ACCESS performance, they are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicators are determined consistently across schools and LEAs.

**B. Subgroups.**

- i. *List the subgroups of students from each major and racial ethnic group in the State, )(2), and, as applicable, describe any additional subgroups of students used in the accountability system.*

Economically disadvantaged  
Children with disabilities  
English learners  
Hispanic/Latino  
American Indian/Alaskan Native  
Asian  
Native Hawaiian/Other Pacific Islander  
Black/African

- ii. *If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former children with disabilities.*

Maine is exploring the use of “Current and Former Students with Disabilities” as a subgroup and will incorporate or combine Former Students with Disabilities of up to two years and their performance. These data will be specifically beneficial when reviewing data for exit from school identifications. Former students with Disabilities will be coded so that the Maine DOE can include them in the achievement measures.

- iii. *If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former English learners.*

Maine intends to use “Current and Former English Learners” as a subgroup and will incorporate or combine Former English Learners of up to two years and their performance. Former English Learner students will be coded so that the Maine DOE can include them in the achievement measures.



- iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
  - ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
  - ☒ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Maine will allow the exemption of one administration of the reading and language arts portion of the Maine Educational Assessment during the first twelve months of the English learner's attendance in school in the United States.

### **C. Minimum Number of Students.**

- i. *Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students*

The minimum "n" size is 10. The minimum number of students is the same number for all students and for each subgroup of students (economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) and is the same number for all purposes of the statewide accountability system, including measuring school performance for each indicator. The "n" size of 10 was researched as part of the ESEA Waiver for Maine. The ESSA Advisory Workgroup recommended that the Maine DOE maintain the research based decision to have an "n" size of 10. The ESSA Advisory is made up of teachers, principals, superintendents, school board members, parents, EL teachers, curriculum coordinators, and a state board of education member. *(Revised Template section A.4.ii.c)*

- ii. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number..*

Maine's minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability as Maine's minimum "n" size is 10. Due to the rural nature of a proportion of Maine schools, Maine has determined the lower "n" size of 10 would be required in order glean necessary data while achieving statistical reliability.

Using an "n" size of 10 allows Maine, to the maximum extent practicable, to include each student subgroup, including economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners, at the school level for annual meaningful differentiation and identification and to include them in school-level accountability identifications.

- iii. *Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data , interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students .,*



The Maine DOE is not doing any data averaging. Actual data will be used. Other factors such as the chronic absenteeism will combine individual student data to inform an aggregate measure.

- iv. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

The Maine DOE and the SAUs will follow the federal FERPA and HIPPA requirements regarding student privacy.

- v. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools.*

Small rural, isolated schools would not have enough students in the “n” size for whole school.

- vi. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.*

Maine's “n” size is 10, therefore no justification is provided.

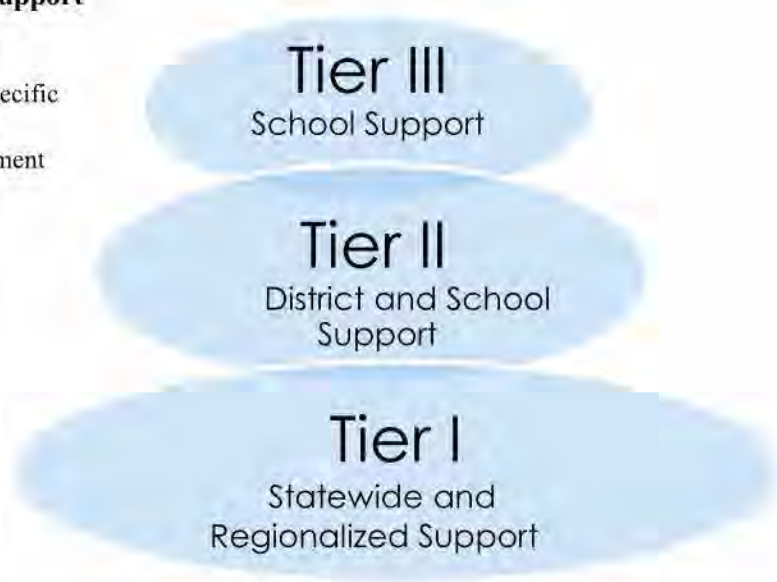
**D. *Annual Meaningful Differentiation.*** *Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA .*

On an annual basis, Maine will meaningfully differentiate all public schools in the state on the basis of all indicators contained within the state's accountability system. All students, in addition to subgroups of students, are included in the accountability system to ensure Maine's accountability system benefits all students regardless of geographical location, ethnicity, gender, or race. As outlined in Maine's accountability system, considerable consideration was given to the necessary weights of each indicator to ensure the correct schools experiencing challenges are identified. Maine has determined, with significant input from stakeholders, that regionalized supports such as professional development and coaching opportunities are required. After outlined accountability indicators are reviewed, schools for comprehensive and targeted supports will be identified and differentiated supports provided. The determination codes will be done annually and will be similar to our assessment codes: Exceeds expectations, Meets expectations, Below expectations, or Requires review for support. The differentiated model of support would provide schools and school districts a menu of available supports that both the district and school(s) could tailor to meet their individual needs and have the greatest impact. Such a support model with initial examples is provided below.

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## Exhibit 11. Differentiated Model of Support

- Face-to-face school improvement coach
- Increased financial support for school- specific PD
- Principal meetings & leadership development
  - District-wide or school based PD
  - Targeted summer PD
  - Increased financial support
  - Flexible face-to-face school improvement coach support
- Professional development
- Access to Dirigo Star
- Collective resource bank
- On-call school improvement coach
- Innovation summits
- Self-assessment tool
- Curriculum and instructional support



*Describe the following information with respect to the State's system of annual meaningful differentiation:*

- The distinct and discrete levels of school performance, and how they are calculated on each indicator in the statewide accountability system;*

Maine's newly developed accountability (school review) system provides a review of key indicators (as indicated above) that statewide stakeholders and Maine DOE staff have determined will identify schools most in need of supports across the state and will ensure that, by 2030, 90% of Maine students graduate college and career ready. In order to reach this realistic and achievable long-term goal, necessary three (3) year interim measures have been developed. Unlike with the previous accountability model, stakeholders have indicated that the accountability system (school review) process should encompass all schools within the state, not simply those that accept federal Title I funds. As a result, it is Maine's intention for all schools, including charter schools where applicable, to be included in the review of data and identification of schools in order to ensure Maine is able to meaningfully and purposefully provide necessary differentiated supports to schools experiencing the most challenges. Maine will continue to build upon and enhance current elements, including the performance of all students on the eMPowerME assessment in ELA and math, with necessary accountability system weighting as outlined in this plan.

- The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate*



An important caveat to this section of Maine’s plan is that we have shifted from the New England Comprehensive Assessment Program for grades 3-8 and the SAT used in 2006-14, to Smarter Balance in 2015, to eMPowerME for 3-8 and the SAT in 2016.

Maine ESSA Accountability Workgroup recognized the importance of the academic proficiency and academic progress as needing a substantial weight. Therefore the workgroup recommended the following weights for the 3-8 grade level and high school:

<u>3-8</u>	<u>High School</u>
Academic achievement – 42%	Academic achievement – 40%
Academic progress – 38%	Graduation rate – 40%
ELP Progress – 10%	ELP Progress – 10%
Consistent attendance – 10%	Consistent attendance – 10%

With the proposed weighted measures outlined above, the Maine DOE’s accountability system will contain an aggregate of 80% academic metrics. Data experts at the Maine DOE will model and vet the final weighting of the metrics when Maine has the 2017 assessment results to examine in combination with the 2016 results. Revisions if necessary will be completed at that time.

Maine will be able to run the models with two years of data by June 30, 2017 to finalize the actual weights. (*Revised Template 4.v.b*)

*iii. The summative determinations, including how they are calculated, that are provided to schools).*

As a result of statewide assessment data and additional indicators as outlined in Maine’s accountability system, each school will receive a single summative determination in order to meaningfully and purposefully differentiate necessary school and/or district supports. Maine has identified four summative determinations: Exceeds state expectations, Meets state expectations, Below state expectations, Requires review for supports. Maine determined that in order to provide increased transparency and in order to communicate better with stakeholders, including educators, families, public officials, and school leaders, using terms with which they were already familiar simplified the process. Schools determined below and significantly below state expectations will receive comprehensive and targeted support. The identified accountability indicators in addition to indicators contained in Maine’s school review dashboard will provide determinants for identification and necessary differentiated supports. Maine firmly believes that, although a school and/or district may be identified for comprehensive supports, there may be elements in which a more targeted intervention is required, hence the overlap in Maine’s differentiated tiered support model.

*iii. How the system for meaningful differentiation and the methodology for identifying schools will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement.*



As clearly identified in Maine's accountability system, schools with low performance on substantially weighted indicators (i.e., Academic Achievement, Academic Progress, Graduation Rate, and Progress in Achieving ELP) will be identified for comprehensive support and improvement or targeted support and improvement. Schools identified for targeted support and improvement because of a consistently underperforming subgroup of students will receive a lower summative determination than it otherwise would have received if it had not had any consistently underperforming subgroups of students. This will then translate to a summative determination that reflects the challenges the school is experiencing. Should a district have multiple schools receive a lower summative rating because of consistently underperforming subgroups, differentiated supports will be provided to the district to ensure a systemic approach to further support and provide interventions to both the district and the individual schools. Maine has experienced recent success regarding the 95% participation rate by taking a proactive approach and will continue to build on the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application to provide assurances regarding the implementation of Title I federal programs of which 95% participation in the state assessment is included. Should a school have a participation rate of between 76% and 94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. The 95% participation rate will not factor into the accountability system as part of the summative rating but will be included in the school review dashboard in order to provide a holistic review of the school.

**E. *Participation Rate.*** *Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools.*

Maine has experienced recent success regarding the 95% participation rate for both schools and subgroups by taking a proactive approach and will continue to build upon the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application provide assurances regarding the implementation of Title I Federal programs of which, 95% participation in the state assessment is included. Should a school have a participation rate of between 76-94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. The 95% participation rate will not factor into the accountability system as part of the summative rating but will be included in the school review dashboard in order to provide a holistic review of the school.



- F. Data Procedures.** *Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school.*

The Maine DOE will not do any data averaging. Actual data will be used.

- G. Including All Public Schools in a State's Accountability System.** *If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included:*

- i. *Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;*

Public preschool–2 schools for which there are no state assessment data available currently receive the same identification as the school to which their students feed. It is Maine's intention to continue with this methodology, ensuring Public preschool–2 schools are able to receive necessary supports and interventions in order to assist with increasing student achievement and engagement.

- ii. *Schools with variant grade configurations (e.g., P-12 schools);*

Because of the rural nature of Maine, there are varying grade configurations across the state. All schools, regardless of grade configuration, will be included in Maine's accountability system according to the indicators and decision rules that will be in place.

- iii. *Small schools in which the total number of students who can be included in any indicator is less than the minimum number of students established by the State, consistent with a State's uniform procedures for averaging data, if applicable;*

Maine's "n" size was determined to be 10 to ensure small schools were included in the accountability system and to ensure Maine was correctly identifying schools that were experiencing the most significant or targeted challenges. As anything below 10 would allow for students to be possibly identified, Maine previously used the super subgroup to ensure all schools were held to the same standard.

- iv. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*

- v. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data, if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

## 4.2 Identification of Schools.

### A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA, including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Maine's intention is to identify the initial cohort of (1) lowest performing schools; (2) schools with low high school graduation rates; and (3) schools with chronically low-performing subgroups in the summer of 2018, as tentatively outlined below.

**Exhibit 12. Identification of Schools**

Timeline	Identification	Currently Identified Schools	Supports	Progress Towards Long-term Goals
Summer 2017	None	Transitional Exit Criteria will be used; schools will demonstrate they have met transitional exit criteria	Schools currently identified that meet transitional exit criteria have the option to continue receiving supports	Baseline data: 86.83% of Maine students graduating college and career ready
Summer 2018 and each of the following years: 2021 2024 2027	Data from Maine's accountability system will be utilized will provide a summative score for each school , which will be ranked to identify the 5% lowest performing Title I schools	New schools will be identified for comprehensive supports and interventions	Schools will be provided supports as outlined in Tier III	Goal of 88% of Maine students graduating college and career ready achieved
Summer 2030				Long Term Goal of 90% of Maine's students graduating college and career ready achieved

*Year of identification pursuant to Revised template Section A.4.vi(d)*



After applying the accountability formula for each Title I school the summative ratings will be rank ordered and the lowest 5% will be determined. (*Revised Template Section A.4.vi(c)*)

Maine's intention to exit currently identified schools under the previous accountability system includes the following:

1. Developing transitional exit criteria to include at a minimum:
  - a. Evidence of sustainability of school improvement work
    - i. Development and submission of a school improvement sustainability plan
    - ii. Necessary funding set aside to continue embedded professional development
    - iii. Increased flexibility regarding the implementation of district-level early-release professional development days to focus on school-level goals and indicators.
  - b. Continued use of dynamic school improvement tool—DirigoStar
  - c. Demonstration of growth toward meeting goals that originally identified the school for supports and interventions
    - i. Assessment data demonstrating necessary growth toward identified targets
2. Normed local data demonstrating an upward trajectory of ELA and/or math growth for students
3. Local data demonstration the closing of the achievement gap between identified subgroups (if applicable)

*ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA .*

ESSA requires the state to establish uniform statewide exit criteria for schools implementing a Comprehensive Support and Improvement (CSI) plan. At a minimum, exit criteria must require that within a state-determined number of years (not to exceed four years), the school: 1) improves student outcomes; and 2) no longer meets the criteria for identification as a CSI school (suggesting that exit criteria need to be aligned to the state's accountability framework).

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. The Maine DOE feels that the exit criteria for schools identified for CSI status should be the same as the criteria for which the school was identified. Following identification as a CSI school and year one of their improvement plan implementation, schools must maintain performance goals which are above the identification criteria for two years consecutively in order to be eligible to exit. Similarly, the Maine DOE feels that schools should have up to four years to exit CSI status.

Schools identified for CSI status will be identified every three years. SAUs will have up to one year for improvement planning and up to three years to exit CSI status (not exceeding four years in total). The Maine DOE will identify the first cohort of CSI schools by the end of November 2018, using 2017-2018 data for the determination of required progress toward interim goals. The subsequent cohorts of CSI schools will be identified in November for each identification cycle.



The circumstances and factors contributing to the status of each school vary. This will require the Maine DOE to provide individualized differentiated support to schools and SAUs. During the “Needs Analysis” phase, the Maine DOE will work with the SAU and school to examine previous school improvement efforts. This will include examining evidence of effectiveness and implementation of programs, systems, strategies, initiatives, assessments, staffing, and other factors that were intended to drive improvement.

The Maine DOE will collaborate with SAUs to establish ambitious but achievable improvement goals that will improve outcomes for students. The intent is to set goals that are relevant and appropriate to the needs of the individual school communities. (Revised Template Section A.4.viii((a))

**B. Targeted Support and Improvement Schools. Describe:**

- i. *The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance,*

All schools with identified subgroups that have not met the comprehensive support and improvement threshold will be eligible for Tier I supports. Each subgroup will be rank ordered to determine the 5% of the schools with the lowest performing scores in each subgroup and they will be categorized as the targeted support and intervention schools. (Revised Template Section A.4.vi(e))

- ii. *The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

The Maine DOE will review the data for specific subgroups that are consistently underperforming to develop a collaborative work plan with that federal program on the state level for improvement. Progress will be monitored on an annual basis for improvement within three years. (Revised Template Section A.4.vi(f))

- iii. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria.*

Schools with low performing sub-groups identified for Targeted Support and Improvement (TSI-1) status will be identified every three years. SAUs will have up to one year for improvement planning and up to three years following the first year of improvement plan implementation to exit TSI-1 status (not exceeding four years in total). The Maine DOE will identify the first cohort of TSI schools by November 2018. SAUs and schools will then conduct a comprehensive needs assessment and planning prior to implementation of the improvement plan by the beginning of the 2019-2020 school year. Subsequent cohorts of TSI-1 schools will be identified by November each identification cycle. Schools and SAUs will conduct needs assessments between November and May, and begin implementation prior to the following school year.



ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. The Maine DOE feels that the exit criteria for schools identified for TSI-1 status should be the same as the criteria for which the school was identified. Following identification as a TSI-1 school and year one of their improvement plan implementation, schools must maintain performance goals which are above the identification criteria for two years consecutively in order to be eligible to exit. Similarly, the Maine DOE feels that schools should have up to four years to exit TSI-1 status. Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI.

The Maine DOE will collaborate with SAUs to establish ambitious but achievable improvement goals that will improve outcomes for students. The intent is to set goals that are relevant and appropriate to the needs of the individual school communities. (Revised Template Section A.4.viii(b)).

#### 4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** *Describe how the SEA will meet its responsibilities under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.*

Maine has determined that the combination of 1003(a) and 1003(g) as opposed to setting aside 7% of its Title IA allocation will yield the greater amount for school improvement supports. Maine has determined that an award of less than the minimum amount of \$50,000 for each identified school (based on each school's enrollment, identified needs, and selected evidence-based interventions, in addition to other relevant factors described in the SAU's Comprehensive Long-range Education Plan) that a lesser amount, determined by the SAU, will be sufficient to support the effective implementation of such a plan. As part of the SAUs Comprehensive Education Plan and the Annual ESEA Consolidated Application, the SAU will identify, based upon accountability indicators and a school-based needs assessment, key areas for support. The SEA will provide human capital supports in the form of school improvement coaches, needed financial supports as identified and requested within the SAU Comprehensive Education Plan and ESEA Consolidated Application, and identified regionalized professional development. The SEA will monitor the implementation of the long-range Comprehensive Education Plan and Annual Consolidated Plan through review and approval of projects and identified tasks in addition to the submission of annual and quarterly progress reports submitted by assigned school improvement coaches. The SAU within the annual ESEA Consolidated Application will describe the evidence-based interventions they will be implementing to address the needs of the students and schools as identified in the completed comprehensive needs assessment. SEA staff, when reviewing projects and evidence-based interventions, will ensure that the interventions identified meet the top three levels of evidence under the ESEA demonstrating strong evidence, moderate evidence, or promising evidence. In addition, the SAUs can describe how the teacher effectiveness evaluation work is measuring changes in teacher practice. The DirigoStar electronic platform provides for collection of data as part of the continuous improvement process. In addition, as Tiered supports are provided there will be an emphasis on supporting continued reflection and improvement. (Revised Template Section A.4.viii(d))

- B. Technical Assistance Regarding Evidence-Based Interventions.** *Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or*

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*percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, , and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans .*

In order to take full advantage of the opportunities that the reauthorization of the ESEA brings, Maine recognizes that a great many of our districts will require technical assistance in the implementation of evidence-based interventions. As Maine's Comprehensive Education Plan calls for a completed comprehensive needs assessment, district and school leaders will be provided with a 12-month professional development and technical assistance schedule that walks them through the entire comprehensive needs assessment process. The Maine DOE will provide technical assistance in evidence based approaches to the SAUs. An element of this process will be specific sessions related to evidence-based interventions within the school improvement process. As outlined in Maine's differentiated supports earlier in the consolidated application, this will be achieved through statewide and regionalized professional development and technical assistance opportunities, in addition to more intimate settings such as the Transformational Leaders Network, which provides more focused professional development for principals of schools identified for comprehensive supports. *(Revised Template Section A.4.viii(e))*

- C. *More Rigorous Interventions.*** *Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA .*

Maine plans to increase necessary supports to schools identified for comprehensive support and improvement that fail to meet the state's exit criteria within three (3) years through increased face-to-face school improvement coaching support, increased district support in relation to targeted professional development, and increased financial resources. *(Revised Template Section A.4.viii (c) )*

- D. *Periodic Resource Review.*** *Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA.*

All identified schools will be provided the same equitable access to a menu of school supports that best meet the identified needs of the school and the students it serves. LEAs with multiple schools identified (more than 50%) for comprehensive or targeted supports and interventions will be provided both school and district supports in order to ensure a systemic approach across the district and a consistent and equitable approach regardless of geographical location and school of attendance. One (1) school improvement coach will be assigned to both the district and the schools to ensure a single voice and point of contact for district and school representatives and staff. It is hoped this will allow for increased collaboration between the school improvement coach, central office, and school building staff.



## Section 5: Supporting Excellent Educators

"Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders." - *Education Evolving, Maine's Plan for Putting Learners First*, 2012

Since its approval by the U.S. Department of Education in July 2015, Maine's Equity Plan has driven the Maine DOE's educator effectiveness focus and support.

The Maine DOE recognizes that equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving teacher and leader equity goals will require an integrated and coherent approach to human capital management. This means that all district human capital work, including educator preparation and certification, recruitment and selection, induction and mentoring, evaluation and professional growth, compensation and career advancement, and so on should be clearly aligned to one another and structured using common standards that reinforce effective practice and student learning.

Maine's human capital work, which is based on the Talent Management Framework developed by the Center for Great Teachers and Leaders (see Exhibit 13), will be leveraged to improve instructional practice as identified in the local plans and within the tiered systems of support provided through Maine DOE.

**Exhibit 13. Talent Development Framework**



### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- 1. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?  
☐ Yes. If yes, provide a description of the systems for certification and licensure below.  
☒ No.
- 2. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

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☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

*The Department intends to use Title II, Part A funds as well as funds from other programs to support the States*

Putting an effective leader in every school and an effective teacher in front of every student, particularly those in high-needs schools, requires close partnership with the state's educator preparation programs. The Maine DOE has established an Educator Preparation and Employment PK-16 Leadership Council (described in more detail in Section C, below) charged with examining the career continuum of teachers and school leaders and proposing solutions that support closer connections between educator preservice and graduate programs and PK-12 classrooms. Furthermore, to address the focused and increasing need for quality special education services, the Maine DOE has proposed statutory revisions to support special education teachers. These teachers, while employed and teaching in the classroom, will receive high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on teaching and learning. In addition, special education teachers in a mentoring program will receive intensive supervision by the university system that consists of structured guidance and regular ongoing support.

3. ***Educator Growth and Development Systems.*** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

The Maine DOE intends to use Title II, Part A funds and/or allowable funds from other programs to support districts with the implementation of their teacher and principal performance evaluation and professional growth (PEPG) programs as well as related professional development intended to promote continuous improvement and increase student learning.

Maine has made significant progress over the past few years in developing an overarching strategy for educator effectiveness as well as structures to support these plans. Among these key advancements has been the development of a strategic education plan, legislative reform to guide statewide practices, enhanced state-level data warehousing and reporting, and myriad human capital management tools and resources developed by early adopter districts participating in a federal Teacher Incentive Fund (TIF) grant.

#### **Strategic Plan: Maine's Plan for Putting Learners First**

Core Priority Two of Maine's Strategic Plan recognizes that effective instructional practices cannot be applied without effective teachers and leaders. "Ensuring that every student is



surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the State’s teachers and leaders.”

The sub priorities in this section focus on common standards for teacher and leader effectiveness; rigorous, data-driven preparation and professional development programs; next generation evaluation systems for teachers and leaders; and communities of practice designed to foster continuous improvement.

### **Legislative Reform: An Act to Ensure Effective Teaching and School Leadership**

In 2012, with the passage of LD 1858: An Act to Ensure Effective Teaching and School Leadership, Maine joined the ranks of states with new educator evaluation legislation. Maine is a local control state, and this comprehensive law directs individual districts to develop an educator effectiveness steering committee that includes teachers as the majority in its membership structure; this committee is charged with working collaboratively on decisions related to the development of evaluation and professional growth systems for teachers and principals. The law requires that these systems include:

- **Professional Practice Standards:** Locally designed professional practice standards may be submitted for approval, or districts may choose from one of four preapproved frameworks or rubrics for teachers: the Maine Schools for Excellence (MSFE)/National Board Model, Marzano, Danielson, or Marshall. Models based on the MSFE/National Board, Marzano, Marshall, and ISLLC are also available for districts to choose with regard to principal evaluation.
- **A 4-point rating scale:** Designed to differentiate educator performance across each professional practice standard, the scale must include two levels (3 and 4) representing educator practice that is at the effective level or higher.
- **Multiple Measures of Effectiveness:** In addition to professional practice measures, student growth must be used as a significant factor in the assessment of an educator’s effectiveness, which is accomplished through the use of available standardized achievement measures and Student Learning Objectives.
- **Observations of Practice:** Used along with artifacts of teacher and leader practice, observations must be conducted regularly and used to gather evidence and provide feedback to educators as well as drive action planning that is used to determine individual and organizational priorities for professional development and continuous improvement. Evaluators must receive training in how to apply the rubric in a reliable manner when determining educator effectiveness ratings.
- **Summative Ratings to Inform Human Capital Decision-Making:** The law states that “a superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.” By the 2016–17 school year, all districts in Maine will have completed the planning and piloting phases of their teacher and principal performance evaluation and

professional growth programs, with full implementation of the system and application to human capital decision making an expectation for all districts in Fall 2017.

### **Statewide Longitudinal Data Warehouse: Leadership and Integration**

Maine's educator effectiveness systems, as described above, rely on measurement as the cornerstone of creating and maintaining a high-performing organization. Maine has been a leader in its data system efforts, and Maine's Education Commissioner has been a strong proponent continuing to leverage the work of the Maine DOE's two previous statewide longitudinal data system grants to build on and enhance its data warehousing and reporting functionality and capacity to store and analyze crucial teacher, school, and student improvement data.

### **Strategic Human Capital Management: Leveraging 'Teacher Incentive Fund' Initiative Resources**

Improving student learning and educator effectiveness is at the heart of Maine's TIF-funded, Maine Schools for Excellence (MSFE) project. MSFE is the umbrella initiative for two five-year TIF grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF grant emphasizes a multifaceted human capital approach to recruiting, supporting, and retaining effective educators that mirrors Maine's strategy for addressing these critical interrelated issues. The Maine DOE has committed to a human capital management systems approach (based on the Talent Management Framework developed by the Center on Great Teachers and Leaders) to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw on common language and data. Since 2010, MSFE together with lead technical support provider, American Institutes for Research, has developed resources that address the five areas of human capital management shown in the graphic to the right. Specific human capital management system resources developed through the grant can be found in Appendix D.

**Exhibit 14. Five Areas of Human Capital Management**



### **Creating Systems of Supports to Advance Equity Through Educator Effectiveness**

In addressing the priorities of the State Equity plan to attract, grow, and retain effective teachers and principals, the department will work with SAUs in areas identified in their local plans and within the tiered systems of supports to improve organizational effectiveness, leadership, and



instructional practices, and student learning. The resources and supports that will be available to districts in their efforts to advance equity are described in the exhibit below.

**Exhibit 15: Maine DOE Resources and Supports by Human Capital Component**

Human Capital Component	Maine DOE Resources and Supports
Educator Preparation and Employment	<p>The department will build on its Educator Preparation and Employment PK–16 Leadership Council with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, the business community, and the State Board of Education. This group, along with the Teach-to-Lead Maine Committee, is charged with providing recommendations and resources to the department that improve educational outcomes for students (detailed in Appendix C) and will continue to work alongside the department to expand direct statewide efforts including:</p> <ul style="list-style-type: none"> <li>• Creating and supporting effective use of human resource <b>employment strategies and tools</b> to ensure sound recruitment and selection decisions. Available tools include, for example, an automated human resource planning tool; job descriptions, advertisements, and interview protocols aligned to district professional practice standards; and entry and exit surveys and interview protocols.</li> <li>• Improving <b>connections between preservice programs and PK–12</b> organizations as they look to support the changing needs of students and the skills and knowledge new educators must have to address these needs in schools.</li> <li>• Updating Maine’s approach to <b>induction and mentoring</b> through revisions to Chapter 118 and exploring new resources and structures such as centralized, department-led mentor training and support systems for teachers in their probationary years by using virtual formats and other technologies to reach educators in Maine’s many rural environments.</li> <li>• Addressing opportunities for <b>career pathways</b> for teachers that do not involve leaving the classroom, including identifying teacher leader standards, exploring alternate career ladder or lattice approaches within district organizational structures for teachers performing at the effective and distinguished levels of practice, providing training for teachers in leadership skills through the department and partnerships with higher education programs, and supporting teachers to lead improvement efforts in their districts through teacher leadership summits.</li> </ul>
Evaluation and	The department will look to realize the potential of educator effectiveness

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Professional Growth	<p>systems to differentiate educator performance accurately; provide meaningful, improvement-focused feedback to educators; identify priorities for continuous improvement; and provide targeted professional development in the interest of student learning. The areas the department will address include the following:</p> <ul style="list-style-type: none"> <li>• <b>PEPG Evaluator Training and Ongoing Calibration Structures and Support:</b> This is currently available only through participation in MSFE's TIF grant work and local district contracts with outside vendors, so the department is exploring structures that will work to support local districts with the initial training and ongoing calibration of observers and evaluators of both teachers and principals, including centralized and site-based evaluator training and coaching, as well as the expansion of video calibration tools such as the Frontline video calibration system designed through the Maine Schools for Excellence project.</li> <li>• <b>Educator Professional Practice Improvement:</b> The department will build off of its current professional development priorities, programs, and structures and explore new options and delivery methods and microcredentialing opportunities for professional development offerings aligned to professional practice standards and high-leverage, research-based practices. Key to this effort will be the use of the expertise of department educator effectiveness staff, content specialists, and technology integrationists, as well as that of effective and distinguished educators in schools throughout Maine, to design and deliver the content to educators in the field through both virtual and face-to-face environments on a wide range of topics related to instructional and leadership practice.</li> <li>• <b>Student Growth and Achievement:</b> The department will draw on current and evolving tools, templates, and training on quality assessment development and the development and approval of student learning objectives to support district efforts at ensuring quality measurement and monitoring of student growth and achievement.</li> </ul>
School Environment	<p>As part of the tiered system of comprehensive support, the Maine DOE will leverage school environment measurement tools and action planning resources developed through its MSFE School Culture and Climate Committee to support districts in identifying ways in which they can improve the conditions in their schools to maximize the engagement and success of students and educators. These include:</p> <ul style="list-style-type: none"> <li>• <b>Classroom Climate:</b> Student perception surveys, developed and used throughout the MSFE grant programs, are available to provide teachers and schools with data related to how aspects of their instructional decision making and relationships with students are perceived by students to be supportive to their learning. The department will explore</li> </ul>



	<p>opportunities to expand the use of such measurement tools; provide guidance to districts in aligning survey items to the district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to improve student engagement and learning conditions in the classroom.</p> <ul style="list-style-type: none"> <li>• <b>School Climate:</b> Similar to the student perception surveys, existing tools can be used and refined by the department to help districts collect school climate data from students and school and district staff to identify how districts are supporting the creation of safe and positive environments conducive to student learning, as well as providing programs and professional development designed to reduce bullying and improve student engagement and experiences at school</li> <li>• <b>Professional Culture:</b> A professional culture that offers teachers the opportunities for leadership, collaboration, and growth contributes directly to educator retention and the ability to create a positive climate for students. The department will assist schools in measuring staff perceptions of the extent to which factors that contribute to a strong professional culture are present and operating in their work environment, as well as assistance and support to analyze data and identify priorities and resources for improvement.</li> </ul>
Recognition and Reward	The department will leverage its internal and external expertise and resources, as well as its extensive experience working with teachers and school leaders on innovative pay practices through the TIF grant, to support districts interested in exploring alternatives to the conventional, fixed-cost pay program.
Best Practice Clearinghouse	To promote collaboration, sharing, learning, and continuous improvement of teaching and learning conditions across the state, districts are encouraged to submit their own best practice tools and resources to the department so they can be added to an online inventory of school-improvement tools and resources, accessible for use by all districts.

## 5.2 Support for Educators.

***Instructions:** Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- Increase student achievement consistent with the challenging State academic standards;

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- ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
- iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders .*

Consistent with the priorities of Maine's Equity and Strategic Plans, the department intends to support district efforts to create the conditions that allow them to attract, grow, and retain a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering high-quality instruction to all students.

In its effort to create these conditions, and address the priorities outlined in 5.2.A.i-iii, the department has been working steadily on the implementation of a number of initiatives that will be supported through the programs and resources described in Section 5.1c above:

i. In 2012, Maine established the guidelines and associated timelines to move its graduation requirements from a credit-based Carnegie system to a proficiency-based diploma system, requiring all Maine schools to advance and graduate its students on the basis of evidence that each has met or exceeded expectations for the skills and knowledge outlined in the Common Core State Standards and Maine's Learning Results. SAUs must award diplomas on the basis of these expectations, beginning with the graduating class of 2021.

ii and iii. The state, in tandem with its Maine Schools for Excellence project, has worked collaboratively with SAUs, higher education institutions and state education and leadership associations since 2010 to address the most critical lever for increasing student outcomes, comprehensive educator effectiveness and human capital management systems. The state-level strategies aligned to these priorities are outlined in great detail in Section 5.1 above.

The department recognizes that measurement is the key to implementing, monitoring, and improving the systems, resources, and strategies in place to support increased student outcomes. Therefore, in addition to the programs and resource support described in Section 5.1c, and as part of each SAU's Comprehensive Needs Analysis, the department will collect and analyze school-level performance data to identify areas in which districts are doing well and those in which additional support is needed. The department, in collaboration with districts, will use these data to identify professional development priorities and available supports.

- Educator-effectiveness data analysis. Analysis of school-level-educator-effectiveness data are disaggregated by professional practice standards will assist the department in determining specific areas for professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate teacher effectiveness data signal a need for strategies to enhance student engagement, the department, in collaboration with districts and other organizations, will facilitate the delivery - through differentiated formats - including face to face, virtual and local facilitation-ready professional development models for delivery by SAU personnel - of content that focuses on strategies to communicate expectations for student involvement in learning processes, motivate students and capture their interest, create authentic tasks that make connections to real-life situations, and employing a variety of group learning structures that enable students to engage with the content and with one another. If the data indicate a need for improvement in the area of

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assessment, professional development opportunities and resources might address on developing or strengthening educators' skill and knowledge to use of formative assessment strategies to adjust instruction to meet student needs, engage students in peer and self-assessment, and provide specific and timely feedback to students.

- Climate data analysis. Analysis of school-level-climate data are disaggregated by domain (e.g., engagement, safety, and environment), allowing the department to determine professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate school climate data signal a need for strategies to enhance student safety, the department, in collaboration with districts and other organizations, will facilitate delivery of professional development that focuses on strategies that ensure that students and staff are free of violence, bullying, harassment, that control substance use and ensure that schools identify action plans and supports that allow them to be prepared in the event of a school emergency. If the data indicate a need for improvement in the area of environment, professional development opportunities and resources might focus on employing strategies that ensure the provision of appropriate learning settings, well-managed classrooms, available school-based physical and mental health support, and clear disciplinary policies and practices.

**B. Skills to Address Specific Learning Needs.** *Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

As part of Maine's comprehensive system of supports available to all districts, the Maine DOE will continue its efforts (especially between the Standards, Instruction and Supports Team and Special Education Team) to ensure educators in all districts have the requisite knowledge, skills and abilities to identify students with specific learning needs, English learners, students that are gifted and talented, and students with low literacy skills, and more importantly, deliver instruction based on those needs. Department sponsored professional development support for special education educators include, for example:

- **Math4ME**  
The Maine DOE Mathematics Specialists developed and facilitated professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (*Effective, Learner-Centered Instruction, Great Teachers and Leaders*).
- **Connecting Mathematics Instruction: Digging Deep Into the Content**  
The Maine DOE Mathematics Specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within a K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (*Effective, Learner-Centered Instruction, Great Teachers and Leaders*).
- **Maine Community of Teacher Leaders (MCTL)**



The Maine DOE Mathematics Specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed the Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction. This is year two of the work. (*Learner-Centered Instruction; Great Teachers and Leaders*).

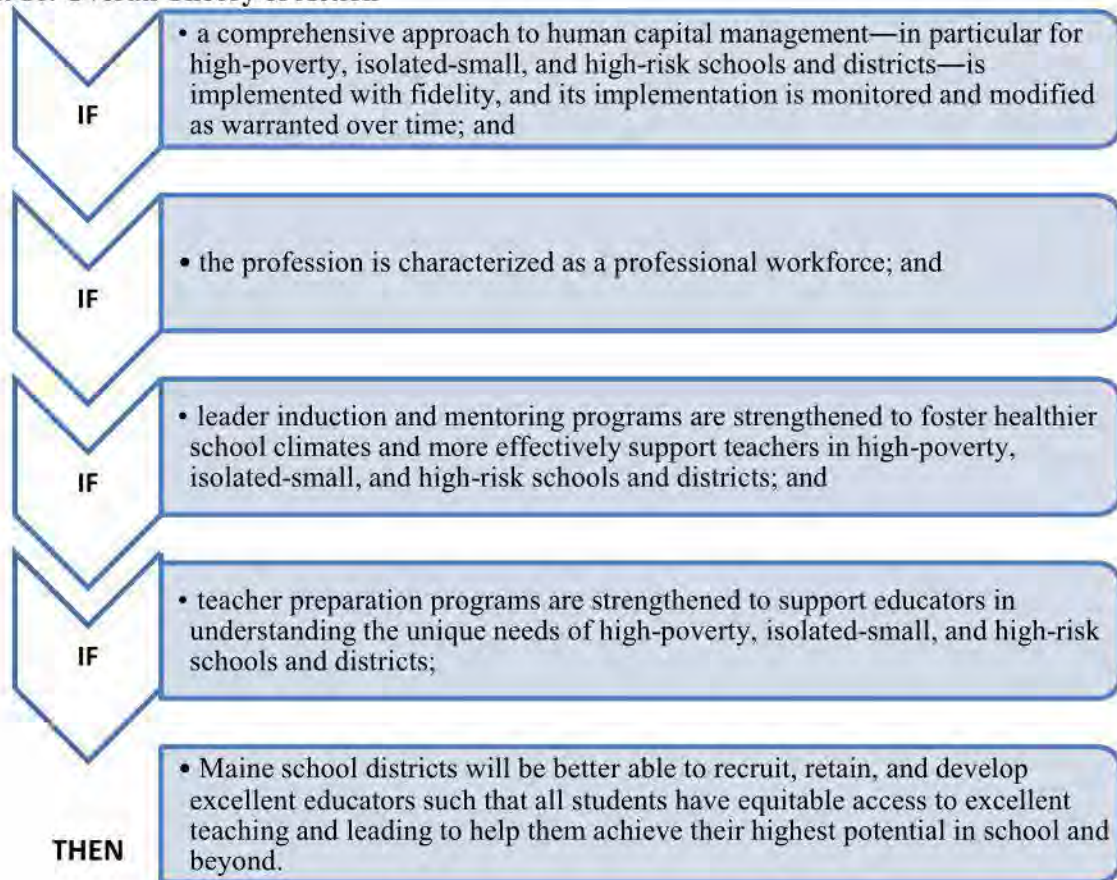
More detail on department goals, strategies, and successes supporting students with specific learning needs can be found in Section 6.1. (*Revised Template Section D.4*)

### 5.3 Educator Equity.

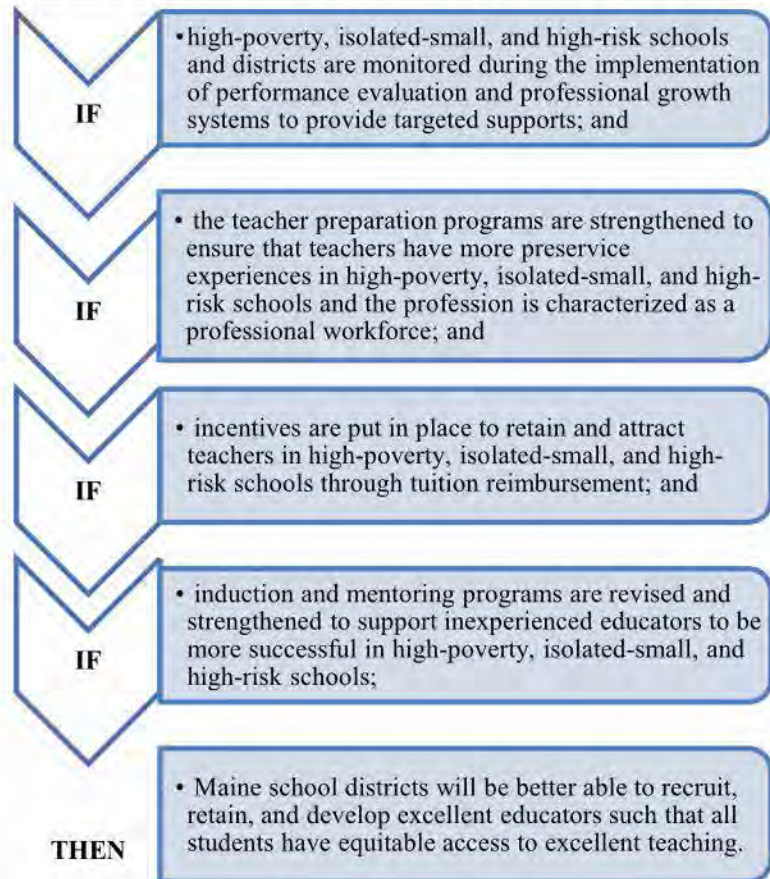
*Maine's Plan to Ensure Equitable Access to Excellent Educators* relies on a general theory of action and two focused theories of action specific to the identified gaps for equitable access. Maine's theories of action to address gaps in equitable access to effective teachers and leaders are premised on the Talent Management Framework developed by the Center on Great Teachers and Leaders described in Section 5.1.

The following exhibit provides a holistic theory of action that guides Maine's overall thinking about improving equitable access.

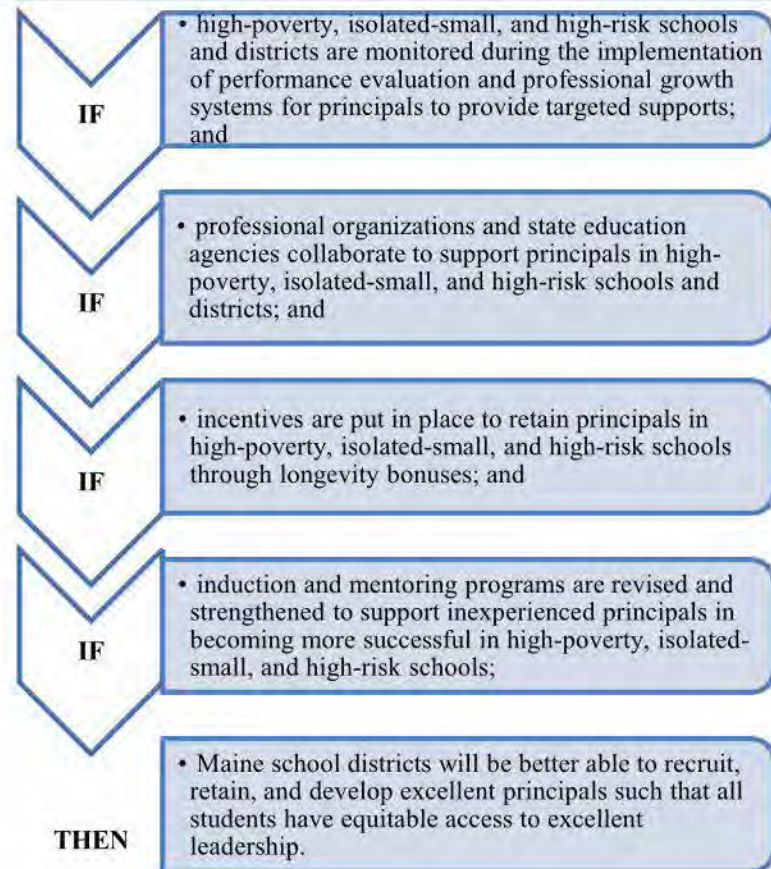
#### Exhibit 16. Overall Theory of Action



**Focused Theory of Action:  
Out-of-licensure, inexperienced, high-turnover teachers**



**Focused Theory of Action:  
High-turnover principals**





A. **Definitions.** Provide the SEA's different definitions, using distinct criteria, for the following key terms:

**Exhibit 17. Statewide Definitions of Key Terms**

Key Term	Statewide Definition (or Statewide Guidelines)
<b>Ineffective teacher*</b>	<p>SEA Guidance for the development of a definition of ineffective teachers recommended by the ESSA Advisory Workgroup.</p> <p><b>Ineffective Teacher.</b> Ineffective teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:</p> <ul style="list-style-type: none"> <li>• A limited or inconsistent repertoire of effectively demonstrating strategies in a professional practice model</li> <li>• A limited understanding of student development</li> <li>• A limited ability to collaborate with peers and community appropriately</li> <li>• An inconsistent or low positive impact on student learning and growth</li> </ul> <p>Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.</p>
<b>Inexperienced teacher*</b>	<p><b>Inexperienced Teachers.</b> Inexperienced is defined as a teacher with only Conditional, Provisional, or Provisional Extended certifications. This definition will identify teachers who have zero to three years' teaching experience in Maine, as well as teachers from out of state before obtaining professional certification in Maine. The number of out-of-state teachers is minimal.</p>
<b>Low-income student</b>	<p><b>Poverty.</b> Students eligible for free or reduced-price lunch. High-poverty schools are defined as schools with 53% or more students receiving free or reduced-price lunch.</p>
<b>Minority student</b>	<p><b>Minority.</b> Students with a federally defined race other than White. High-minority schools are defined as schools with 7% of the students of a race other than White.</p>
<b>Out-of-field teacher*</b>	<p><b>Out-of-Field Teachers.</b> Out-of-field is defined as a teacher with professional certification who has no endorsement for the subject or course he or she is assigned to teach or who is teaching outside his or her certified grade level.</p>

\*Definitions of these terms must provide useful information about educator equity.

**Exhibit 18. Statewide Definitions of Other Key Terms (Optional)**

Other Key Terms (optional)	Statewide Definition
<b>Average teacher salaries</b>	Data on salaries is based on full-time teachers and do not include benefits.

<b>Other Key Terms (optional)</b>	<b>Statewide Definition</b>
<b>Elementary school</b>	Grade range K–8 or a subset within the range (e.g., K–3, 7–8).
<b>High risk elementary school</b>	A high-risk elementary school is defined as a school that reflects one or more of the following criteria: schools with 20% or more special education, 30% or more minority, or 10% or more limited English proficiency (LEP).
<b>High risk high school</b>	A high-risk high school is defined as a school that reflects one or more of the following criteria: 20% or more special education, 30% or more minority, or 10% or more LEP.
<b>High school</b>	A high school is defined as a school with a grade span of 7 to 12. Maine has schools with grade ranges up to K–12. The high school grade range was expanded from the typical 9–12 to 7–12 to avoid eliminating 13 small combined schools from the equity plan.
<b>High Minority School</b>	High minority schools are defined as schools with 7% of the students as a race other than White.
<b>High Poverty School</b>	High poverty schools are defined as schools with 53% or more students receiving FRL
<b>Isolated small schools</b>	<p>Isolated-Small Elementary School Qualifications:</p> <ul style="list-style-type: none"> <li>• K–8 schools: Fewer than 15 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away</li> <li>• Non-K–8 schools: Fewer than 29 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away</li> </ul> <p>Isolated-Small Secondary Schools Qualifications:</p> <ul style="list-style-type: none"> <li>• Fewer than 200 students per school; distance from furthest point in the district to nearest high school is at least 18.5 miles; distance between the high school and nearest high school is more than 10 miles</li> </ul> <p>Island School Qualifications:</p> <ul style="list-style-type: none"> <li>• Islands operating schools</li> </ul>
<b>Principal turnover</b>	Principal turnover is defined as the three-year average of the number of principals per school who are not at the same school the next year relative to the number of principals at the school each year.
<b>Teacher</b>	Maine includes the following positions based on collection of SAU staff data: Classroom Teacher, Literacy Specialist and Special Education Teacher.
<b>Teacher turnover</b>	Teacher turnover is defined as the three-year average of the number of teachers per school who are not teaching at the same school the next year relative to the number of teachers at the school.
<b>Unqualified teachers</b>	Unqualified is defined as a teacher with no certification or no endorsement as a literacy specialist. This definition may warrant reconsideration in the future.



- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the Maine DOE identified three key equity gaps:

1. Students from high-poverty, isolated-small, and high-risk schools are served by inexperienced and out-of-field teachers more often than are students in other settings.
2. Students in high-risk, isolated-small schools and high-poverty schools are served by teachers who work in the school for shorter periods of time (higher turnover) than are students in other settings.
3. Students in high school are served by principals who work in the school for shorter periods of time (higher turnover) more often than are students in elementary schools and, overall, principal turnover is higher than teacher turnover.

This exhibit below demonstrates that teacher and principal turnover is highest in high-poverty, isolated-small and high-risk schools AND that students in high-poverty and isolated-small schools are disproportionately served by inexperienced and out-of-field teachers.

**Exhibit 19. Maine Elementary School Equity Gaps in School Year 2013–14**

Elementary Schools <sup>1</sup>	School Count <sup>1</sup>	Inexperienced Teachers <sup>2</sup>	Out of Field Teachers <sup>2</sup>	Unqualified Teachers <sup>2</sup>	Average Salary <sup>3</sup>	Teacher Turnover <sup>3</sup>	Principal Turnover <sup>3</sup>
All Schools	467	8.6%	3.0%	0.4%	\$49,125	14.6%	15.1%
High-Poverty Quartile (63% or more FRL)	121/467	10.5%	4.5%	0.6%	\$45,389	15.9%	16.8%
Low-Poverty Quartile (37% or less FRL)	116/467	7.5%	3.0%	0.5%	\$54,240	14.0%	14.0%
High-Minority Quartile (8.3% or more)	118/467	9.2%	3.1%	0.4%	\$51,347	15.4%	13.1%



Elementary Schools <sup>1</sup>	School Count <sup>1</sup>	Inexperienced Teachers <sup>2</sup>	Out of Field Teachers <sup>2</sup>	Unqualified Teachers <sup>2</sup>	Average Salary <sup>3</sup>	Teacher Turnover <sup>3</sup>	Principal Turnover <sup>3</sup>
Low-Minority Quartile (3.5% or less)	118/467	9.1%	3.2%	0.4%	\$46,390	14.5%	14.3%
High Risk- Y	172/467	9.4%	3.7%	0.4%	\$53,532	15.4%	16.1%
High Risk – N	295/467	8.2%	2.6%	0.5%	\$49,629	14.2%	14.6%
Isolated-Small Schools – Y	53	15.6%	5.7%	1.4%	\$45,310	19.8%	18.6%
Isolated-Small Schools – N	415	8.3%	2.8%	0.4%	\$49,311	14.0%	14.7%

<sup>1</sup> Sources: MEDMS Infrastructure and Infinite Campus State Edition

<sup>2</sup> Sources: MEDMS Staff System and Educator Credentialing System

<sup>3</sup> Source: MEDMS Staff System

The next exhibit shows that students in high-risk and high-poverty schools experience higher rates of teacher and principal turnover than those in high-poverty and not high-risk schools. Teacher turnover is significantly higher in isolated-small schools but there is little difference in principal turnover. Students in high-poverty, isolated-small schools and high-risk schools are more frequently disproportionately served by inexperienced and out-of-field teachers than students in other settings. Principal turnover is overall higher than teacher turnover in high schools.

#### Exhibit 20. Maine High School Equity Gaps in School Year 2013–14

High Schools <sup>1</sup>	School Count <sup>1</sup>	Inexperienced Teachers <sup>2</sup>	Out of Field Teachers <sup>2</sup>	Unqualified Teachers <sup>2</sup>	Average Salary <sup>3</sup>	Teacher Turnover <sup>3</sup>	Principal Turnover <sup>3</sup>
All Schools	120	8.4%	4.8%	1.8%	\$50,522	11.4%	16.9%
High-Poverty Quartile (53% or more FRL)	31/120	9.5%	6.0%	2.3%	\$48,767	12.3%	14.7%
Low-Poverty Quartile (30% or less)	31/120	7.1%	4.2%	3.8%	\$55,177	11.1%	14.0%

FRL)							
High-Minority Quartile (7.0% or more)	30/120	8.1%	4.8%	2.2%	\$52,998	11.2%	20.3%
Low-Minority Quartile (4.0% or less)	32/120	8.9%	3.6%	0.7%	\$48,294	10.9%	21.6%
High Risk - Y	42/120	8.7%	5.9%	2.1%	\$49,790	14.4%	17.1%
High Risk - N	78/120	8.3%	4.4%	1.7%	\$50,803	9.9%	16.7%
Isolated-Small Schools – Y	8	15.5%	7.2%	1.0%	\$42,204	17.3%	16.7%
Isolated-Small Schools – N	112	8.2%	4.8%	1.8%	\$50,716	11.0%	16.9%

<sup>1</sup> Sources: MEDMS Infrastructure and Infinite Campus State Edition

<sup>2</sup> Sources: MEDMS Staff System and Educator Credentialing System

<sup>3</sup> Source: MEDMS Staff System

- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, ):
- The rates and differences in rates calculated in 5.3.B;
  - The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
  - The percentage of teachers categorized as out-of-field teachers ; and
  - The percentage of teachers categorized as inexperienced teachers .

The Maine DOE is in the process of developing a presence on its website (<http://www.maine.gov/doc/index.html>) where it will publish and annually update the status of its equity goals.

- D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.



On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the department identified three primary causes of the equity gaps described in 5.3.B:

- **Inexperienced and out-of-field teachers**
- High **turnover of teachers** working in high-needs schools
- High **turnover of principals** working in high-needs schools

**E. Identification of Strategies.** *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

- Designed to address the likely causes of the most significant differences identified in 5.3.D and*
- Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement that are contributing to those differences in rates.*

Once root causes were identified, the department and its Equity working group brainstormed potential strategies and landed on three key strategic areas that the state would initially pursue. The Maine DOE intends to use Title II funds and/or allowable funds from other programs to fully execute the following key strategies, substrategies and associated root causes as determined by the Maine DOE Equity Working Group.

Three strategies areas were identified:

- Strategic Area 1. Recruitment and Retention
- Strategic Area 2. State Policies Driven Incentives
- Strategic Area 3. Educator Preparation Enhancements

**Exhibit 21. Likely Causes and Strategies**

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p><b>Strategic Area 1: Recruitment and Retention</b></p> <p>We believe that the data and root cause analyses call for the adoption and coordination of policies for recruitment, hiring, and retention. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p><b>Substrategy: Identify and Develop Recruitment Strategies.</b> Maine will identify and share recruitment strategies and tools developed by the TIF/MSFE human capital management system (HCMS) workgroups to help SAUs attract and retain current and potential high-quality educators (principals and teachers) to high-poverty, isolated-small, and high-risk schools. The Maine DOE will recommend that institutions of higher education in the state include recruitment events with hard-to-staff schools through local educator preparation programs. Research shows that teachers and leaders often prefer to work close to where they grew up (Boyd, et al 2008). With this information in mind, we will ensure that these campaigns take into account the geographic location of targeted schools. Recruitment incentives may include scholarships to work in targeted schools, loan forgiveness, and longevity bonuses in these</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>settings. The PK–16 Leadership Council, which includes representatives from higher education, K–12 teachers and leaders, the Maine Principal Association, the Maine Education Association, business, and other organizations, will continue their work together to promote strategies that improve educational outcomes for all students.</p> <p><b>Substrategy: Longevity Incentives for Educators.</b> Recognizing the insufficiency of teacher and principal salaries to attract and retain excellent educators in high-poverty, isolated-small, and high-risk schools, the Maine DOE will recommend that districts adopt longevity incentives. The Maine DOE will engage the Maine Education Policy Research Institute (MEPRI) to identify successful strategies used in other rural states and seek funding from the legislature to pilot longevity incentives with a small group of high-poverty schools. The incentives for teaching in high-poverty schools are particularly important to our equitable access planning because such incentives help to counteract the tendency of experienced educators (both principals and teachers) to move to lower poverty schools, and they provide appropriate additional compensation to teachers willing to work in the most challenging schools. To enable these districts to retain talent, the department will encourage districts to work with business leaders and community organizations to generate funding to support longevity pay as a way to attract talented college students and career changers to the profession. Careful consideration must be given to the strategies related to funding. This plan recognizes the need for stakeholder engagement in the development of potential funding strategies, in addition to drawing on the innovative pay practices, resources, and lessons learned generated through TIF/MSFE, specifically as they relate to ways in which performance-based reward and/or leadership and growth recognition can be structured to align with and drive district goals and priorities.</p> <p><b>Substrategy: Provide Educator Career Advancement Opportunities in High-Poverty Schools.</b> In recognition of the relative lack of career advancement opportunities available to educators in high-poverty schools, the Maine DOE will strongly encourage SAUs to create teacher leader programs, particularly in high-poverty schools, and expand opportunities for teacher-led schools. Supporting the success of teacher leadership has been a high priority of Maine’s Teach-to-Lead Committee, whose mission is to promote and expand teacher leadership in all Maine schools by advocating for and supporting teacher leadership as a means to promote school improvement, preparing and developing potential and</p>



Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>current teacher leaders, and sharing best practices for teacher leadership statewide through a presence on the department website (<a href="http://www.maine.gov/doe/teacher-leadership/index.html">http://www.maine.gov/doe/teacher-leadership/index.html</a>).</p> <p><b>Substrategy: Strengthen Principal Leadership.</b> Stakeholders were clear in expressing that effective principal leadership is fundamental to school climate and teacher satisfaction and longevity. Toward this end, strengthening principal leadership is a significant component of retaining and recruiting teachers. The Maine DOE will recommend that the State Board of Education consider tiered certifications for principals in the revision of the certification statutes and regulations. The Maine DOE will also recommend that the Maine DOE, MEA, and the Maine Principals Association collaborate on recruitment strategies to identify teachers who would make strong candidates for the position of principal.</p> <p>The Maine DOE will continue to expand supports for school leadership offered through our system of ESEA supports for struggling schools to include high-poverty, isolated-small, and high-risk schools. Currently, school improvement specialists provide coaching in the use of Dirigo Star, a resource with demonstrated effectiveness in high-poverty and isolated-small schools.</p>



Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p><b>Strategic Area 2: State Policy–Driven Incentives</b></p> <p>We believe that a key strategy for decreasing gaps in access to excellent educators is for the Maine DOE to shape policy incentives within its control to minimize obstacles to teachers and principals. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p><b>Substrategy: Collect Data to Better Understand Attendance Issues.</b> Stakeholders reported that educators who work with chronically absent students often face greater obstacles in their teaching than do educators whose students attend school regularly. Stakeholders identified poor attendance as a significant challenge and root cause for turnover for teachers in high-poverty schools. The Maine DOE will recommend that the Joint Committee on Education and Cultural Affairs and MEPRI, which serves as the research arm for the Joint Committee on Education and Cultural Affairs, conduct research on attendance in high-poverty, isolated-small, and high-risk schools to verify that poor attendance is a root cause of turnover. In the meantime, the Maine DOE will also encourage SAUs to collaborate with Count ME In to improve strategies for increasing student attendance.</p> <p><b>Substrategy: Expansion of Certification Areas.</b> The Maine DOE will work with the State Board of Education to expand certification areas to create new certifications and endorsements that address current needs, while adequately preparing educators, to provide greater flexibility to schools. For example, the Maine DOE is currently engaged in conversation about the addition of a STEM certification earned through matriculation in a prescribed undergraduate degree. The proposed course of study could provide the basis for a 7–12 STEM certification in physical science, engineering, mathematics, and computer science. This certification, which has been a long-standing need, would also provide increased flexibility in recruitment in schools disproportionately served by out-of-licensure educators in mathematics and science.</p>
<p><b>Strategic Area 3: Educator Preparation Enhancements</b></p> <p>We believe that a key strategy for decreasing gaps in access to excellent educators is to strengthen the teacher and principal preparation. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p><b>Substrategy: Reassess and Strengthen Teacher Preparation Programs.</b> The Maine DOE will convene teacher preparation program leadership to reassess the preparation provided to educators entering high-poverty and isolated-small schools and high-risk school settings. The department will work with teacher preparation programs to evaluate course requirements and additional placement strategies for ensuring that new teachers have student teaching experiences in high-poverty and isolated-small schools and high-risk school settings by offering housing for teachers in these settings and providing online mentoring. In addition, the Maine DOE will encourage the institutions of higher education to consider policies that support loan forgiveness programs for educators who teach in these settings.</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>To drive this work and strengthen the partnership between PK–12 districts and higher education, the department will build on its current Educator Preparation and Employment PK–16 Leadership Council, with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, business community, and State Board of Education.</p> <p><b>Substrategy: Certification Requirements.</b> The Maine DOE will work with the Maine Principals Association and State Board of Education to consider changes to the certification requirements to include coursework or mentorships that will give principals experiences and strategies related to changing economics and demographics in rural Maine communities and development of community champions and partnerships to support student success.</p>

**F. Timelines and Interim Targets.** *If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.*

During the 2017–18 school year, the Maine DOE intends to revisit equity data to determine the status of any gaps and to reaffirm and/or refine strategies to ensure each Strategic Area is being addressed with fidelity.



## Section 6: Supporting All Students

Since the legislative adoption in 1997 of the Maine Learning Results, Maine has been committed to providing equitable opportunities for students to learn and demonstrate understanding at a level of competency that supports continued learning and preparedness for productive citizenship.

Since January 2012, the Maine DOE's strategic plan has been focused on building on the great work under way in Maine schools and working to move from a century-old model of schooling to a more effective, learner-centered approach through a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

- **Effective, Learner-Centered Instruction**  
Closest to the learners are the instructional practices used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and use of data to inform decision making.
- **Great Teachers and Leaders**  
Effective instructional practices cannot be applied without effective teachers and school leaders, the second core priority area. Ensuring that every student is surrounded by great teachers means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.
- **Multiple Pathways for Learner Achievement**  
Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating multiple pathways for student achievement must be a central focus of our efforts.
- **Comprehensive School and Community Supports**  
For learners to be successful, a comprehensive network of school and community supports is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.
- **Coordinated and Effective State Support**  
Every effort must also be made to align the entire educational system carefully so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and system wide, and we must put a new accountability structure into place.

In May 2012, the Maine legislature adopted requirements for a proficiency-based diploma, setting a vision that every student in Maine will graduate prepared for postsecondary career and college choices.

Maine's proficiency system is based on successful student demonstration of skills in the content areas of Maine's College and Career Ready standards **and** the Guiding Principles. This proficiency system is Maine DOE's means of defining "well-rounded education for Maine's students", which involves a system of opportunities all the way through the education continuum in order for students to be college and career ready.

The Guiding Principles state that each Maine student must leave school as:

**A. A clear and effective communicator who:**

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication according to the audience
- Uses a variety of modes of expression (spoken, written, and visual and performing, including the use of technology to create and share the expressions)

**B. A self-directed and lifelong learner who:**

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility, including the ability to learn, unlearn, and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

**C. A creative and practical problem solver who:**

- Observes and evaluates situations to define problems
- Frames questions, makes predictions, and designs data and information collection and analysis strategies
- Identifies patterns, trends, and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response, and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources, and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

**D. A responsible and involved citizen who:**

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

**E. An integrative and informed thinker who:**

- Gains and applies knowledge across disciplines and learning contexts and in real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

## **6.1 Well-Rounded and Supportive Education for Students.**

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*



*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. *The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;*

The priorities articulated in the content areas below, which are aligned with our Maine Strategic Plan, are Maine's priorities for uses of state level funds from Title IV A. If the Maine State Legislature allocates funds through current and future legislative sessions, we may realign our priorities for funds. Maine is a minimum receiver which can impact our determination of priorities.

*Note:* The italics that are reflected at the end of each of the paragraphs in this section provide the core priority of the Maine Strategic Plan that is addresses by the activity described.

Over the years, the Maine DOE has learned from our successes and our mistakes and have continually refined our efforts to build a well-rounded and supportive educational system informed by the ever-growing body of research on human growth and development and teaching and learning. We continue to improve in our use of data on teaching and learning as we build a seamless system Pre-K-Adult. The myriad of funded initiatives in this section can and will continue to be leveraged to support the tiered system of comprehensive support. Examples of our current efforts, which will continue, follow:

#### **ESSA and Early Childhood Education**

The Maine DOE has a number of key initiatives in high-quality public preschool programming and linkages from Prek-3<sup>rd</sup> grade. They align with the Strategic Plan framework adopted by the department in 2012. The framework consists of the following areas: *Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; and Coordinated and Effective State Support.*

#### **Chapter 124 Public Preschool Program Standards**



In 2015–16, program standards for new and expanded public preschools were adopted as a Maine DOE regulation. In the 2017–18 school year, all district preschools will need to meet these high-quality standards. Among the standards are class size maximum of 16, 1:8, teacher-child ratio, and research-based screening, assessments, and curricula.

The Maine DOE has begun intensive work supporting the implementation of these standards with Preschool Expansion Grant (PEG) classrooms, specifically focusing on training and coaching on high-quality instructional strategies and measuring the impact using the Classroom Assessment Scoring System (CLASS). The goal is to offer and to encourage these kinds of supports to all public preschools in the state (*Coordinated and Effective State Support*).

The Maine DOE staff have begun monitoring all preschool classrooms by using a protocol that follows the standards in Chapter 124. Each preschool classroom will receive a CLASS observation by a certified CLASS observer. A district receives a report after the visit, which includes “Strengths, Recommendations and /or Findings”.

Every district must complete an online annual report at the end of each school year.

### **Maine’s Early Learning and Development Standards (MELDS) and Maine’s K–12 Learning Results**

Maine revised their early learning standards—what children should know and be able to do by kindergarten entry—in 2015. They were aligned with infant and toddler standards at 36 months and end-of-kindergarten standards so that teachers see a continuum of development across all developmental and learning domains. The Maine DOE is using funds from the PEG to begin the creation of a website with resources and video clips of high-quality instructional practices that demonstrate activities that cross multiple domains (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Early Childhood Professional Learning Communities (PLCs)**

Eleven districts in Maine’s PEG have begun PLCs that consist of a preschool teacher, kindergarten teacher, principal, district-level person responsible for curriculum decisions, and Head Start partner. The goal of the PLCs in 2016–17 is to align curriculum and assessment or family engagement between preschool and kindergarten. Each district will create a “product” that can be used as a model or template to be shared statewide. In the 2017–18 school year, the PLCs will include a Grade 1 and a Grade 2 teacher and a representative from the birth-to-age-three group (*Comprehensive School and Community Supports*).

### **Curriculum Alignment**

The preschool programs in the Preschool Expansion Grant districts are using an evidence-based curriculum that addresses all the domains. The Maine DOE is working on plans to support kindergarten teachers who want to use a curriculum that aligns with and continues the focus on all domains in a more intentional way. Staff at the Maine DOE have been working with Boston Public Schools and their trainers and coaches to adapt their kindergarten curriculum in Maine. The Maine DOE would like to have model kindergarten programs that are evidence based and achieve Maine’s Learning Results with attention to whole child development and learning. The state will encourage use of district funds to support these efforts (*Effective, Learner-Centered Instruction*).

### **Kindergarten Entry Assessment (KEA) and K–3 Formative Assessment**



Maine has been part of a 10-state consortium on an Enhanced Assessment Grant (EAG) with the North Carolina DOE. Over the past three years, kindergarten and Grades 1, 2, and 3 teachers have piloted and are currently field testing a whole child formative assessment. The Maine DOE's goal is to train some of these teachers to become trainers and begin to build capacity at the local level. The KEA has steered kindergarten teachers to look at developmental indicators that they may not have focused on previously (e.g., social-emotional and fine motor development). This has led them to consider the curriculum implications for these domains (*Multiple Pathways for Learner Achievement*).

### **Principal Leadership in Early Childhood Education**

The Maine DOE staff are planning to develop a webinars and online courses to help elementary principals support high-quality preschool and kindergarten programming (*Great Teachers and Leaders*).

### **Literacy for ME**

Since 2012, the Maine DOE has been implementing a statewide literacy plan, Literacy for ME. This initiative guides literacy education efforts provided by the Maine DOE and supports community literacy team efforts in local Maine communities. The Literacy for ME initiative is advised by a State Literacy Team composed of stakeholders with literacy education expertise across the spectrum from birth to adulthood. Numerous resources related to literacy education have been produced and shared as a result of the initiative. Partnerships have been formed with a variety of organizations that support literacy education. In addition, approximately 30 Maine communities have formed literacy teams to bolster literacy education efforts at the local level, with additional teams being formed in the 2016–17 school year. The Literacy for ME initiative supports a variety of literacy education efforts related to early childhood education, including the development of a tool kit for parental involvement (*Comprehensive School and Community Supports, Coordinated and Effective State Supports*).

### **Family Engagement**

Family engagement efforts have been an ongoing part of early childhood education efforts supported by the Maine DOE. Schools receiving Title I funding are required to include family involvement activities as part of their programming, and Maine's Title I office provides guidance for accomplishing this task. In addition, through Adult Education efforts, many Maine communities have family literacy programs that provide intergenerational literacy education designed to support parents and children from birth to age 8 in bolstering their literacy abilities. Innovative models for family literacy exist in Maine, including the Chippy Center in Fort Kent and an online model serving the highly rural and geographically large Regional School Unit #3 communities. These programs can serve as models for enhancing and extending family involvement efforts (*Comprehensive School and Community Supports*).

### **Middle School through High School Teaching and Learning Supports**

#### ***English Language Arts***

#### **English Language Arts Professional Learning**

The ELA and Literacy content specialists provide ongoing professional learning related to Maine's ELA standards through statewide, regional, and district-level workshops, including coordination with Institutions of Higher Education. Professional learning is conducted through in-person workshops and summer institutes, as well as through online platforms. The content of the



workshops focuses on building understanding of the ELA standards, instructional strategies and shifts needed to implement the standards, and methods of assessment for determining proficiency with the standards. Topics of focus often involve state-level data examination to determine student learning needs (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **Working Smarter, Not Harder Formative Assessment Network**

A Title II project, the Formative Assessment Network (FAN), builds educator knowledge and skill at employing formative assessment strategies in ELA to boost student proficiency. This is a statewide effort led by the Maine DOE ELA and Literacy content specialists, as well as teacher leaders from across Maine. The FAN meets three times a year in four different regions of the state (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **College Board and DOE Collaboration for Professional Support**

The Maine DOE ELA and math specialists are supporting Maine teachers as they evaluate state high school assessment results and access the suite of tools from College Board and Khan Academy to better understand Maine's content standards and encourage student progress toward college and career readiness. This is ongoing work between content area specialists and College Board providing support for teachers in supporting students prepare for the SAT (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*).

#### **Literacy Faculty Group and Celebrating Children's Literature Conference**

The Maine DOE Literacy Specialist annually collaborates with faculty who teach literacy-related courses for preservice educators at Maine's institutions of higher education. This relationship includes quarterly networking meetings during which the group engages in study of ELA standards and related instructional strategies. Annually, the Literacy Faculty Group sponsors a daylong conference for preservice educators focused on key ELA topics to build preservice teacher knowledge (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **MoMENTum K–3 Literacy Pilot**

This pilot project is designed to support teachers and students in high-poverty schools with low literacy achievement. The pilot provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning for teachers in how to use this technology to boost student literacy achievement (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Support; Coordinated and Effective State Support*).

#### **CTE and ELA intersections**

The Maine DOE has collaborated with CTE program teachers and ELA teachers to identify intersections where students naturally demonstrate application of literacy skills aligned to Maine's ELA content standards, and they will continue to refine the intersections. This work has benefited both content and program teachers as they better understand the well-rounded development of students (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

#### **Collaborate Support for Professional Learning**



The Maine DOE and the Maine Council of English Language Arts work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. Recent and planned areas of focus include instruction of grammar usage and mechanics, strategies to improve close analysis of complex and varied texts, and various methods of using technology to improve literacy skills (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

## **Mathematics**

### **Early Mathematical Diagnostic and Intervention**

The Maine DOE mathematics specialist is working with a group of classroom teachers to revise the Early Mathematical Thinking program to align to our current state standards and expand the program to include prekindergarten through Grade 5. Once the program is revised and piloted, large-scale training is planned (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Math4ME**

The Maine DOE mathematics specialists develop and facilitate professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Connecting Mathematics Instruction: Digging Deep Into the Content**

The Maine DOE mathematics specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within the K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Maine Community of Teacher Leaders (MCTL)**

The Maine DOE mathematics specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed these Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction. This is year two of the work

(<https://atomim.wildapricot.org/dinediscuss>; *Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Certificate in Math Leadership: University of Maine in Farmington**

The Maine DOE mathematics specialists collaborated with University of Maine in Farmington to develop a four-course series certificate in math leadership—math coaching, math interventionist, RTI coordinator, Title I math teacher, or a grade-level teacher leader

<http://www2.umf.maine.edu/gradstudies/certificate/math/> (*Great Teachers and Leaders*).

### **Maine Mathematics Coaching Project: University of Maine in Farmington**

The Maine DOE mathematics specialists collaborated to develop this project, which is designed to support PK–8 teachers transitioning to the role of elementary mathematics coaching.

<http://www2.umf.maine.edu/gradstudies/maine-mathematics-coaching-project/> (*Great Teachers and Leaders*).



**Focus/Priority School**

The Maine DOE mathematics specialists collaborate with school improvement specialists to develop administrators' capacity to support effective mathematics instructional practices (*Great Teachers and Leaders*).

**CTE Intersection Workshops**

The Maine DOE mathematics specialist will continue to facilitate trainings with CTE instructors and academic high school mathematics teachers to look for intersections between program (industry) standards from the CTE courses and Maine's college- and career-readiness standards (mathematics content and practice standards) and the career education standards and guiding principles. The intersections work is articulating the multiple pathways that students can use to reflect their proficiency in Maine college- and career-readiness standards (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

**Development of a New Certification: Mathematics Instructional Leaders**

Currently in rulemaking, this certification would be for K–12 mathematics leaders who could be math coaches (supporting teachers) and/or math interventionists (supporting struggling students) (*Great Teachers and Leaders*).

**Science and Technology****Formative Assessment and Three-Dimensional Instruction in Science**

The Maine DOE Science Specialist designed this Title II–funded project to build the capacity of teacher leaders in formative assessment and three-dimensional instruction in science so that they may in turn facilitate their students' conceptual understanding and deep learning of science (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

**Supporting the Development of Pedagogical and Content Knowledge of Teachers**

The Maine DOE Science Specialist collaborates with several professional organizations across Maine to support the continued development of teacher capacity (e.g., Advisory Board Research in Science Education (RiSE), Maine Science Teachers Association, STEM Collaborative, and Advisory Board E in STEM—a grant to get more engineering in classrooms).

Examples of opportunities include using a “train the trainer” model to build teacher leaders' capacity before they work within a PLC back in their own districts and using a Dine & Discuss model to raise awareness of content and pedagogy with classroom teachers (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

**Health Education and Physical Education**

Health education (HE) and physical education (PE) have been key content areas since Maine's Educational Reform Act of 1984 and in the college- and career-ready standards since the inception of the Maine Learning Results (MLRs) in 1997. These build on the guiding principles of the MLRs, also known as Maine College- and Career-Ready Standards as well. HE and PE contribute to 21st century skills other than academic skills, while also recognizing the components of social, emotional, and physical health to further academic success. Being proficient in HE and PE means students graduate ready to engage in physically active lifestyles



and are able to successfully practice behaviors that protect and promote health and avoid or reduce health risks.

### **Health Education and Physical Education Professional Learning**

The HE and PE content specialists support preschool through Grade 12 HE and PE curriculum, instruction, and assessment in the following ways:

- Identify, plan, deliver, and evaluate statewide and regional professional development for classroom teachers, content specialists, special education teachers, and administrators, as well as agency personnel and partners who also support student and school health
- Provide resources for teachers, administrators, students, parents, and agency personnel through e-mail sharing, website pages, and trainings
- Provide supports to school personnel through individualized technical assistance to district, regional, and statewide trainings; webinars; and an electronic newsletter
- Provide professional development on HE and PE curriculum, instructional strategies, and assessment for teachers of all students, as well as targeted trainings on research-based programs for at-risk students (e.g., LGBTQ, children with disabilities, and homeless)
- Provide school HE- and/or PE-related trainings for intra-agency, interagency, and nongovernmental partners who work with schools, as well as targeted trainings on research-based programs for at-risk students (e.g., LGBTQ, children with disabilities, and homeless)
- Provide expertise and best practices in developing, implementing, and evaluating policy, guidance documents, and programs related to HE, PE, and school health (suicide prevention, substance use prevention, bullying and child abuse prevention, comprehensive sexuality education, and so on) (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*)

### **School Health Profiles**

The HE and PE consultants are responsible for the School Health Profiles, which gather data from principals and lead health education teachers (in even years) on most components of the Whole School, Whole Child, Whole Community model, including HE and PE curriculum content and training, practices related to bullying and sexual harassment, school health policies including tobacco and nutrition, school-based health services, family engagement and community involvement, and school health coordination. Consultants are also responsible for the department's role in the planning, administration, and reporting of student self-reported health risk behaviors and protective factors through the Maine Integrated Youth Health Survey (in odd years and including the federal Youth Risk Behavior Survey).

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education. All of the work of the HE and PE program intentionally aligns to the core priorities of Education Evolving (*Comprehensive School and Community Supports*).



### **Teacher Leadership Development**

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

### **Visual and Performing Arts (VPA)**

#### **Creative Assessment Webinar Series**

This is an archived four-part series on creative assessment strategies for the VPA classroom. They are run live and then archived on the VPA professional development page. We have completed three of the four, and the remaining webinar is scheduled for April 12. Each webinar has averaged 80 participants (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Creative Assessment Cohorts (Northern and Southern)**

There are two cohorts of teachers, one that meets at UMO and the other at MECA in Portland. The Maine DOE VPA specialist meets with the two cohorts three times during the year to explore the concepts from the webinars more in depth and also using their own lessons and units. They have met twice and will meet again in March for the final in-person meeting. At the conclusion, each member will have implemented creative assessment in at least one unit of their teaching this year and documented the experience in what they are calling a learning story. Sixty teachers are involved in these cohorts (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Fresh Chapters Book Study**

This is a virtual book study with 30 teachers. They have read and are discussing Ken Robinson's *Creative Schools* book. The discussion was completed in February, and another book study is planned to begin in early March (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Arts Integration Resource Project Fellows**

Building off the success of the Arts Integration Resource Project, where teams of teachers met to create arts integrated units, the VPA specialist has designed a project that follows two teams as they actually implement arts integration into their classes. These teams have been integrating all year and will continue throughout this school year. The teams are documenting and reflecting on the process throughout the project. The Maine DOE's VPA specialist meets with the teams regularly and also does periodic visits to support the work and offer an outside evaluation of the unit (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

#### **Creating Artful Early Childhood Classrooms**

The Maine DOE VPA specialist and the Maine DOE Early Childhood Specialist Sue Reed are collaborating to offer this professional development to teams of visual art teachers and early childhood teachers with the goal of helping them to develop strategies to more regularly and with more fidelity offer visual art opportunities to early childhood students. These teams meet for in-person professional development three times throughout the school year, with online meetings in-between. They have met in person once and met for the second time on Friday, January 27 (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).



### **Visual and Performing Arts Assessment Conference, June 26-28 at USM**

This summer VPA teachers will have the opportunity to work with national arts assessment experts to create their own summative assessment for demonstrating proficiency in the VPAs. This summer conference will kick off a piloting and benchmarking project that will take place during the 2017–18 school year; VPA teachers will pilot these assessments, and teams of VPA teachers will benchmark the results for proficiency to attempt to create a resource of what proficiency in VPA actually looks like in Maine (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

### **Proficiency-Based Learning and Proficiency-Based Diploma System Support**

This provides education leadership and expertise to organizations and educators statewide on a variety of systemic change topics involving standards, curriculum, instruction, and assessment for the purpose of supporting educators as they build systems to support student learning and demonstration of proficiency in order for students to graduate prepared for career and college choices.

This support designs structures and supports such as collaborative coaching visits and a peer review process so educators may refine their structures, policies, practices, patterns of actions, and principles to increase the opportunity for each student to learn and demonstrate growth and proficiency in the standards of the system of learning results (*Effective, Learner-Centered Instruction; Great Teachers and Leaders, Coordinated and Effective State Support; Comprehensive School and Community Supports*).

### **Regional Education Support Services**

Primary responsibilities include developing ongoing interaction with school personnel and community representatives; serving as a Maine DOE representative and key contact for requests, information, and questions regionally and statewide; providing or brokering professional development opportunities, technical assistance, and other services to enhance teacher effectiveness and student and school performance; assisting districts with the implementation of the state education standards and associated assessments; promoting the commissioner's education initiatives regionally; and serving as a commissioner's representative to a superintendent region of the state and/or statewide specialist in a particular content area or area of expertise such as proficiency-based education. In a recent survey, Maine superintendents indicated the importance of the roles of the regional representatives for their regions and often described the regional representative role as the face of the Maine DOE (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; Coordinated and Effective State Support*).

**School Transitions:** Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease risk of students dropping out.

The SEA's Office of Truancy, Dropout Prevention, and Alternative Education will review and make available to SAUs data regarding academic and attendance trends at educational transition points. The Office will provide technical assistance to LEAs to address transition issues that may contribute to students' dropping out. Maine LEAs are mandated to appoint Dropout Prevention Committees with broad community, youth, and school participation at every individual school



unit. The SEA can support local districts in revising their dropout prevention plans to specifically address transition issues.

- B. *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

In addition to the ongoing work articulated in Section 6.1A, the Maine DOE will review the results of each SAU's comprehensive needs assessment in relationship to Maine's strategic plan core priorities and will refine the Maine DOE's technical assistance, resources, and professional development learning modules to promote equitable access. Building on the superintendents' regional framework, the department will use peer supports and enhance the proficiency-based educational system begun with statutory revisions in 2012. Maine is undergoing educational reform with equitable student outcomes at the center of teacher and leaders' work regardless of where students are located in Maine. There is recognition that multiple pathways will allow student engagement and success. The Maine DOE's multiple pathways are articulated in statute and are as follows:

- Career and technical education
- Alternative education programs
- Career academies
- Advanced placements
- Online courses
- Adult education
- Dual enrollment
- Gifted and talented programs
- Independent study
- Internships

Refinements to Maine's state statutes (reflected below) during Spring 2016 expanded the proficiency-based diploma framework to include career and technical education and an expanded timeline for implementation.

#### **"§4722-A. Proficiency-based diploma standards and transcripts**

Beginning January 1, 2017, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency as described in this section. The commissioner may permit a school administrative unit to award diplomas under this section prior to January 1, 2017, if the commissioner finds that the unit's plan for awarding diplomas meets the criteria for proficiency-based graduation under this section. [2011, c. 669, §7 (NEW).]

**1. Requirements for award of diploma.** In order to award to a student a diploma indicating graduation from secondary school, a school subject to the system of learning results established under section 6209 must:

- A. [2015, c. 489, §2 (RP).]

A-1. Certify that the student has met all requirements specified by the governing body of the school administrative unit attended by the student; [2015, c. 489, §2 (NEW).]

B. Certify that the student has demonstrated proficiency in meeting state standards in all content areas of the system of learning results established under section 6209; [2015, c. 489, §2 (AMD).]

B-1. Phase in the following diploma requirements from the 2020–21 school year to the 2024–25 school year:

(1) For a student graduating in the graduating class of 2020–21, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, and social studies;

(2) For a student graduating in the graduating class of 2021–22, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least one additional content area of the student's choice;

(3) For a student graduating in the graduating class of 2022–23, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least two additional content areas of the student's choice;

(4) For a student graduating in the graduating class of 2023–24, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least three additional content areas of the student's choice; and

(5) For a student graduating in the graduating class of 2024–25 and for each subsequent graduating class, certify that the student has demonstrated proficiency in meeting the state standards in all content areas.

C. Certify that the student has demonstrated proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and [2015, c. 489, §2 (AMD).]

D. [2015, c. 489, §2 (RP).]

E. Certify that the student has engaged in educational experiences relating to English language arts, mathematics, and science and technology in each year of the student's secondary schooling. [2015, c. 489, §2 (NEW).]

[ 2015, c. 489, §2 (AMD) .]

**2. Method of gaining and demonstrating proficiency.** Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to



teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects, and community service.

[ 2013, c. 176, §2 (AMD).]

**3. Exceptions.** Notwithstanding subsection 1, a student may be awarded a diploma indicating graduation from a secondary school in the following circumstances.

A. A student who is a child with a disability, as defined in section 7001, subsection 1-B, may meet the requirements of subsection 1 and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's individualized education program team pursuant to the requirements of chapter 301. [2015, c. 489, §2 (AMD).]

B. A student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education is eligible to receive a high school diploma from the secondary school the student last attended. [2015, c. 489, §2 (AMD).]

B-1. [2015, c. 489, §2 (RP).]

B-2. For the graduating class of 2020–21 and each subsequent graduating class, a student who has satisfactorily completed a state-approved career and technical education program of study and either met third-party-verified national or state industry standards set forth in department rules established pursuant to section 8306-B or earned six credits in a dual-enrollment career and technical education program formed pursuant to chapter 229 from a regionally accredited institution of higher education and who has successfully demonstrated proficiency in meeting state standards in the content areas and the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209 is eligible to receive a high school diploma from the secondary school the student last attended. A student may be awarded a high school diploma from the secondary school the student last attended in accordance with the phase-in of the following diploma requirements for the graduating class of 2020–21 to the graduating class of 2023–24:

- (1) For a student graduating in the graduating class of 2020–21, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, and social studies;
- (2) For a student graduating in the graduating class of 2021–22, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least one additional content area of the student's choosing;
- (3) For a student graduating in the graduating class of 2022–23, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least two additional content areas of the student's choosing; and
- (4) For a student graduating in the graduating class of 2023–24 and in each subsequent graduating class, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least three additional content areas of the student's choosing.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209. [2015, c. 489, §2 (NEW).]

C. [2013, c. 439, §4 (RP).]

D. A school administrative unit may award a high school diploma to a student who has met the standards set forth in a waiver request that was approved by the commissioner pursuant to section 4502, subsection 8. [2011, c. 669, §7 (NEW).]

The Maine DOE engaged a group of school administrative units last spring who were approaching the ability to provide proficiency-based diplomas within the next few years for a daylong peer review process. This led to significant discussions regarding comparability of expectations across the state. The department intends to continue these peer interactions in order to support the school administrative units in fine-tuning their proficiency-based expectations as they move closer to the statutory implementation dates.

Maine has had early college and dual enrollment between CTE and community colleges for a significant period of time, recognizing that students benefit from integrated learning opportunities. Maine has also had early college and dual enrollment of high school students with community colleges and institutions of higher education.

The Department will encourage the school administrative units (SAUs) to provide joint professional development with other SAUs whose staff have like areas of concentration. This will increase the mentoring and support across districts and communities of practice while braiding and blending the fiscal supports, providing efficiencies of scale.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*
- i. *Incidents of bullying and harassment;*
  - ii. *The overuse of discipline practices that remove students from the classroom; and*
  - iii. *The use of aversive behavioral interventions that compromise student health and safety?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

The Maine DOE will review current priorities to determine funding, such as bullying and school climate.

- D. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

### **MoMentum K–3 Literacy Pilot**



This pilot project is designed to support teachers and students in high-poverty schools with low literacy achievement. The pilot provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning for teachers in how to use this technology to boost student literacy achievement (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Support; Coordinated and Effective State Support*).

#### **Collaborate Support for Professional Learning**

Maine DOE and the Maine Council of English Language Arts work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. Recent and planned areas of focus include instruction of grammar usage and mechanics, strategies to improve close analysis of complex and varied texts, and various methods of using technology to improve literacy skills (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

- E.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

The Maine DOE will continue current strategies to support parents, families, and communities, including regional and a school-level workshops, trainings, and technical assistance, as requested by districts or as indicated in evidence from monitoring.

#### **Awarding Subgrants;**

Competitive grants will be handled in Maine in the same manner as all other competitive grants using the Request for Proposal process under Maine's Division of Purchases. (*Revised Template, Section F.2*)

### **6.2 Program-Specific Requirements.**

**A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Each SAU designates the program type and poverty measure within its Comprehensive Education Plan and for each school it expects to serve with Title I funds. If an SAU requests to serve a school with less than 40% poverty with a schoolwide model, the SAU will be required to submit a written request within the Maine Title I Schoolwide application to waive the 40% threshold. The SAU will be expected include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest achieving students.

The criteria for approval include (1) the description of how the decision for a schoolwide program was made, including data from the school's Comprehensive Needs Assessment, and (2) a description how the choice of a schoolwide program will meet the needs of all students, including the lowest achieving students.



**B. Title I, Part C: Education of Migratory Children.**

- i. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

Identification and Recruitment (ID&R) activities are conducted through the Identification Team and State Director in accordance with the state ID&R Plan to identify all migrant, seasonal, and temporary work in the state. Seasonal work activities that have been identified in the past and will continue to be actively monitored and recruited are picking blueberries (Maine's largest seasonal crop, bringing the most migrant workers to the state), broccoli, and apples and tree tipping. Temporary work that has been identified in the past and will continue to be actively monitored and recruited includes seafood (fish, sea urchins, lobster) processing. ID&R will take place through coordinated efforts and outreach with employers, landowners, leaseholders, community organizations, community leaders, and schools during the calendar year. Research will also be conducted for key industries that have not had qualifying activities and/or eligible migrant families in the past to ensure a comprehensive and thorough review.

Recruitment is conducted by means of in-field research and identification at business sites, community organizations, and school sites. Recruiters work year-round to ensure that children from birth to two years, prekindergarteners, and out-of-school youth are identified.

To verify the accuracy of the number of students in the state, the Maine DOE verifies the enrollment count of students around the state. The SEA has a formal comprehensive quality control process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information: Once a recruiter has determined eligibility and entered the information, it would be assigned a pending status; the ID&R coordinator reviews the record; and, lastly, the director or approval authority reviews the Certificate of Eligibility (COE) for verification. The data become visible once this approval takes place. Only at that point are the data populated into the system of record, Migrant Information System (MIS) 2000. Any cases with questions, inconsistencies, or missing data would be returned to the previous reviewer for additional clarifications. The system would alert reviewers and the recruiter that the COE has been rejected. If the reviewers lack sufficient information to clarify questions or inconsistencies, the COE will be returned to the original recruiter, who may have to interview the family again.

- ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.*

Differentiated plans and activities to meet individual student needs will be designed through a needs assessment process that includes a school needs assessment (where appropriate), home needs assessment, and subsequent service plan. Students will also be evaluated for Priority for Service (PFS) status in accordance with state protocol. PFS students receive distinct service attention in order to immediately address discontinuity



due to educational disruption and the failing or at-risk-of-failing status. All service plans will be unique to each student by considering a number of factors such as age, length of stay in Maine, anticipated mobility, academic needs, support service needs, and goals.

- iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.*

The service plan process includes connecting students with existing school and community resources that may benefit them and contribute to goals. Staff will regularly monitor progress and adjust plans accordingly. The following are examples of general service types.

- Birth to two years old: Early oral language and preliteracy skill building through family literacy model instruction, i.e., reading to children, phonemic awareness games and activities, will be the focus. Tutors will engage children in developmentally appropriate activities that extend language and literacy learning; model for parents and caregivers; and then provide extended activities to be used in the home. Tutors will guide and engage parents and caregivers by providing information on developmental benchmarks, instructional strategies, and activities and materials.
- Preschool: Kindergarten readiness will be the focus for preschool-age children, with priority on language, literacy, math, and social-emotional development. Well-rounded, interdisciplinary supplemental instruction will incorporate approaches to learning, cognitive and executive function skills, and fine and gross motor skills. Most preschool services will be delivered in the home by Migrant Education Program (MEP) staff.
- In School Children/Youth: School-age children and youth will receive instructional and support services designed to enhance their school success. Those services may include homework help, specially designed supplemental instruction in specific courses, tutor-designed lessons for specific concept and skill building, high school student transcript reviews and graduation planning, credit recovery course support, and access to educational resources and experiences, i.e., technology, museums, libraries, etc.. Summer services will also be provided to prevent summer learning loss; aid language and literacy development; enhance hands-on, project-based learning; and support leadership development. Educationally sound field trips and experiences will also be provided when appropriate. Services for in-school children and youth may be delivered at home, at community locations, or before or after school.
- Out of School Children/Youth (OSY): OSY services will be divided into two service categories based on their needs and goals: here-to-work and recovery youth. Here-to-work OSY students will receive instruction designed to build their capacity to advocate successfully for themselves and to participate fully and meaningfully in



work and community events. Topics may include English language and literacy development, health and welfare, and special topics identified by the youth (budgeting, parenting, etc.). Recovery OSY students will receive support with the following academic areas as needed: transcript reviews, credit recovery, grade and course placement, course tutoring, and/or referrals to agencies providing the High School Equivalency Test (HiSET) or other high school equivalency degree such as New England High school Equivalency Program (HEP). In order to meet the challenges presented by work schedules, OSY services will be delivered in a variety of ways, such as weekly face-to-face lessons, workshops, synchronous and asynchronous virtual learning platforms, specially designed outreach sessions, and educationally sound field trips.

- iv. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

The Maine MEP fully implements the MSIX initiatives and MSIX program to ensure students' educational disruptions are lessened across state lines. When migrant students leave Maine, MSIX notifications are used to alert the receiving MEP of a student's arrival and enabling services in that MEP to start promptly.

- v. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

Maine's most recent comprehensive needs assessment called for our unique population to achieve standards at similar levels as their peers. Maine's MEP students are consistently scoring low on state math and reading exams. The Comprehensive Needs Assessment (CAN) to assist this disadvantaged population discusses the need for individual school needs assessments to gauge the students' needs and tutoring year-round.

- vi. *Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.*

The unique needs of migrant students are determined within each state through a data-driven CNA and Service Delivery Plan (SDP) process. Maine is scheduled for a new cycle of CNA and SDP development which is scheduled to be completed in 2017 to continue making decisions based on our program's data, key stakeholders, and Parent Advisory Councils (PAC).

- vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

The Maine MEP will conduct regional PACs and a State PAC in order to make sure that parents take part in the planning and operation of programs at both the State and local operating levels.

viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*

1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

The Maine DOE has a Priority for Service (PFS) Recommendation document where MEP staff send recommendations to the department for students who should receive supplemental funds. The criterion used in Maine and the overall document is included in the exhibit below.



## Exhibit 22. Maine MEP Priority for Services Recommendations



### Maine Migrant Education Program - Priority for Services: Eligibility Checklist Regular School Year, 2016-2017

#### Priority for Services: Eligibility Checklist

The federal definition of Priority for Service (PFS) for all migrant education programs is: ESEA/NCLB Sect. 1304(d). PRIORITY FOR SERVICES- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Services: Eligibility Checklist aims to help Maine MEP staff recommend migrant students for PFS designation. A student with a PFS tag should receive migrant services before non-PFS students. A student with a PFS designation is considered PFS until s/he becomes proficient in the struggling subject.

#### Student Information

Student Name	MIS2000#	Address
School	Grade	Tutor

#### Part One: Educational Interruption

Check one (required)	Qualifying Interruptions: moves during the regular school year (August 15 – June 15) within the past 12 months	Date of Move
	Approved COE with Qualifying Arrival Date (QAD) during RSY	
	Non-qualifying move during the regular school year as a result of the migrant lifestyle (e.g. returning home after a harvest)	

#### Part Two: Risk Factors for Failing or At-risk of Failing State's Academic Content

Check all that apply (two or more required)	Risk Factors--Assessments/grades must be from previous 12 months	Explanation/Grades
	English Language Learner Status (ELL) as determined by the ACCESS test score	
	Failed to score proficient or above/meet state standards on ME Educational Assessment (MEA)	
	Failed to score proficient or above/meet state standards on ME High School Assessment (MHSA)	
	Failed to score proficient or above/meet state standards on SAT (used for all Maine 11 <sup>th</sup> graders in 13-14 school year)	
	Failed to score proficient or above on State Assessments outside of ME	
	Qualifies for Special Education Services. Date of IEP _____	
	Receipt of a D or F in a math, language arts, sciences, or social studies course at middle school or high school levels	
	Receipt of below average grades at elementary school level	
	Eligible or enrolled in preschool with a documented or suspected developmental delay	
	Multiple moves during the same school year	
	Is behind in accruing credits toward graduation requirements	

### C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

**Background:** Consider adding a section to describe Maine's Title I, Part D (Part D) program and the number and type of students it serves to give context for the information below. You can use available data (e.g., [CSPR data](#), quantitative and qualitative evaluation data on the effectiveness of previous Part D efforts, [monitoring findings](#)) and describe priorities for the SEA before delving into specific goals and objectives.

- Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Project Impact provides services to support the transition of students from correctional facilities to local school districts to ensure a planned and smooth transition. Partnerships and coordination with adult education programs and postsecondary institutions are supported and encouraged through regional meetings, staff development opportunities, and phone consultation. The Maine DOE will work closely with correctional school-level staff through regular meetings to ensure appropriate options for transition services.

- ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

#### **Goals:**

1. Improve educational services for children and youth in local and state institutions for students identified as neglected or delinquent to ensure the Maine Learning Results are achieved;
2. Provide children and youth in local and state institutions for neglected or delinquent children and youth with services to make a successful transition from institutionalization to further schooling or employment;
3. Prevent at-risk youth from dropping out of school and provide dropouts, and those children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

#### **Objectives:**

- 1.1. Decrease the dropout rate by 10% for male and female children and youth in local and state institutions for neglected or delinquent children and youth over a three-year period;
- 2.1. Increase by 5% the number of children and youth obtaining a secondary school diploma or its equivalent after being released from a neglected or delinquent facility or institution over a three-year period;
- 2.2. Increase by 5% the number of children and youth returning to school after being released from a neglected or delinquent facility or institution over a three-year period;
- 2.3. Increase by 5% the number of children and youth obtaining employment after such children and youth are released from a neglected or delinquent facility or institution over a three-year period;
- 3.1. Increase by 10% the number of children and youth reaching "Meets the Standard" as determined by the Maine Educational Assessment (MEA) over a three year period.

#### **Performance Measures:**

- 1.1.1 Aligning the curriculum to the Maine Learning Results and integrating proficiency-based projects to assist in the students' readiness to transition to local schools, postsecondary education, or employment;



- 2.1.1 Providing equitable materials and technology so comparable services are offered;
- 2.1.2 Forming partnerships with adult education programs to provide services tailored to the needs of youth coming from these facilities;
- 3.1.1 Providing additional guidance or social work programs to address the unique needs of students in these institutions and reintegration into other local programs, school, or work.

**Provisions and Assurances:** *Describe the SEA's plan for: (1) subgrantee monitoring (for both Subparts), (2) plan for program evaluation, and (3) any other relevant information here under the category of "provisions and assurances". Per Section F-1 of the Title I, Part D nonregulatory guidance, state plans must "provide assurances that the agency will both monitor and evaluate subgrantees" ([http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa\\_plan](http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa_plan)). You can describe your monitoring cycle, the tools you use for subgrantee monitoring, and your upcoming monitoring schedule, as well as describe the cycle, tools, and schedule used for local program evaluation.*

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*
  - 1. *Include a score of proficient on the State's annual English language proficiency assessment;*
  - 2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
  - 3. *Not include performance on an academic content assessment.*

Since 2004, the Maine DOE has required that every SAU have a Lau Plan that states that Maine's Home Language Survey (HLS) is administered to every newly enrolled student. The HLS information is reviewed by the SAU and investigated, if needed, for clarification. When a language other than English is indicated on the HLS, the WIDA ACCESS Placement Test (W-APT) is administered. Maine defines English language proficiency as attaining a Composite Score of Level 6 on the ACCESS for ELs. Therefore, to align identification with Maine's exit criteria, to identify a student as an English learner (EL), Maine uses a WIDA Level on the W-APT of less than Composite Level 6. Maine has used the W-APT since 2004, which is aligned with the WIDA English language development standards and the WIDA ACCESS for ELs English language proficiency assessment. Maine will begin using the new WIDA online screener for school year 2017–18, which was recently developed to be better aligned with the new ACCESS for ELLs 2.0.

Maine has never required academic performance as an exit criterion and monitors SAUs annually to ensure that only English language proficiency is used to exit a student from EL status.

Maine's policies and procedures to identify and exit ELs are annually disseminated to LEAs, have been posted on the Maine DOE webpage since 2006, and have been written



as Maine DOE policy through Administrative [Letter #56](#) :Legal Requirements to Provide English as a Second Language Services to English Learners.

The HLS has been disseminated and available online since 2006.

ELs are identified through the [Home Language Survey](#) and administration of the WIDA ACCESS Placement Test (W-APT) or MODEL.

Standardized entrance and exit procedures are available at:

**[Serving Maine's English Learners](#)**  
<http://www.maine.gov/doe/el/index.html>

### **Monitoring of Title III.**

The Maine DOE undertakes a consolidated monitoring process for all federal programs. This consolidated monitoring will involve all of the titles under ESSA. The Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports. Increased access to data will provide impetus for change on both the Maine DOE and SAU levels. The DirigoStar electronic, dynamic platform will allow the consolidated application, report card data, and improvement plans for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes.

A regional support network of twelve coaches and mentors who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The mentors and coaches will provide tiered, differentiated supports on the basis of the individual needs of the schools. The superintendents in their nine cluster regions routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes.

*(Revised Template, Section E.3.i-ii)*

#### **E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. *Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.*

The Maine DOE intends to use its Title IV, Part B: 21st Century Community Learning Center (21st CCLC) federal program funds under ESSA to support Maine's disadvantaged student populations and eliminate barriers to success in school and in life. All funds will be used consistent with the final requirements of ESSA and the department's strategic plan. Specifically, funding under the 21st CCLC program will help support the Maine DOE's priority areas of (1) *Multiple Pathways for Learner Achievement* and (2) *Comprehensive School and Community Supports*, both of which align with providing a well-rounded and supportive education for students in Maine

The 21st CCLC program provides many schools and communities within in the state with an alternative learning environment for students beyond that of their traditional



school day. These additional resources truly allow for *Multiple Pathways for Learner Achievement*, as students are often able to gain school-day credit for the learning that takes place in the these extended-learning environments.

In addition, the Maine DOE intends to use these funds to ensure that 21<sup>st</sup> CCLC programs provide supplemental support services, especially for low-performing and at-risk student populations, so that underserved groups of students are able to meet challenging state academic standards. In addition to the 21st CCLC program's academic focus, there is an equal emphasis on coordinated and *Comprehensive School and Community Supports*.

The Maine DOE intends to use funds to ensure that each 21st CCLC program within the state also supports the nonacademic needs of students, thus employing a whole child approach. There are many factors outside of school that may impact a student's ability to learn and grow. It will be a primary focus of Maine's 21st CCLC programs to ensure that these nonacademic barriers to success are addressed.

Section 4202(c) of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, outlines requirements related to the reservation of funds for subgrants and administration. To address these expectations, The Maine DOE anticipates hosting 21<sup>st</sup> CCLC grant competition annually, as funding allows and will use available administrative funds to provide staffing needed for effective grant administration, including state-level activities that support the ongoing monitoring of and technical assistance provided to subgrantees, and for conducting a periodic statewide evaluation of the program.

Each application for 21<sup>st</sup> CCLC program funding in Maine must be submitted jointly by not less than one Local Education Agency (LEA) and one Non-LEA entity. In this collaborative approach to 21<sup>st</sup> CCLC applications, either party to the application can named the fiscal agent for the program and thus awarded funding. Applicants must present a sound proposal on the needs of students and families within their community, how those needs will be met in a comprehensive way through 21<sup>st</sup> CCLC programming, and what the outcomes of providing such a program will be on student academic and non-academic indicators.

In accordance with U.S. DOE's 21 Annual Performance Report (APR) Data Collection System, the Maine DOE has worked with a vendor to develop a state-specific data-collection tool that allows the state to collect the required Government Performance and Results Act (GPRA) measures from each grant recipient. This allows the state to collect additional information, such as local assessment data for use in the state's periodic evaluation of the program as required under Section 4205(b)(2).

- ii. *Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

Maine DOE will have two separate yet equally important processes for awarding subgrants under the 21st CCLC program.

The first of these processes deals with the **award renewal process** for subgrantees who currently receive funding to implement programs (Exhibit 22). In these scenarios, the department reviews both grantee performance data and compliance with state and

federal laws in the preceding year of implementation. The results of this review will determine whether a subsequent award for a second, third, fourth, or fifth year of funding is appropriate, as applicable, up to the end date of that particular award's renewal periods. This process is outlined at a high level in the diagram below and described in greater detail in the following three paragraphs.

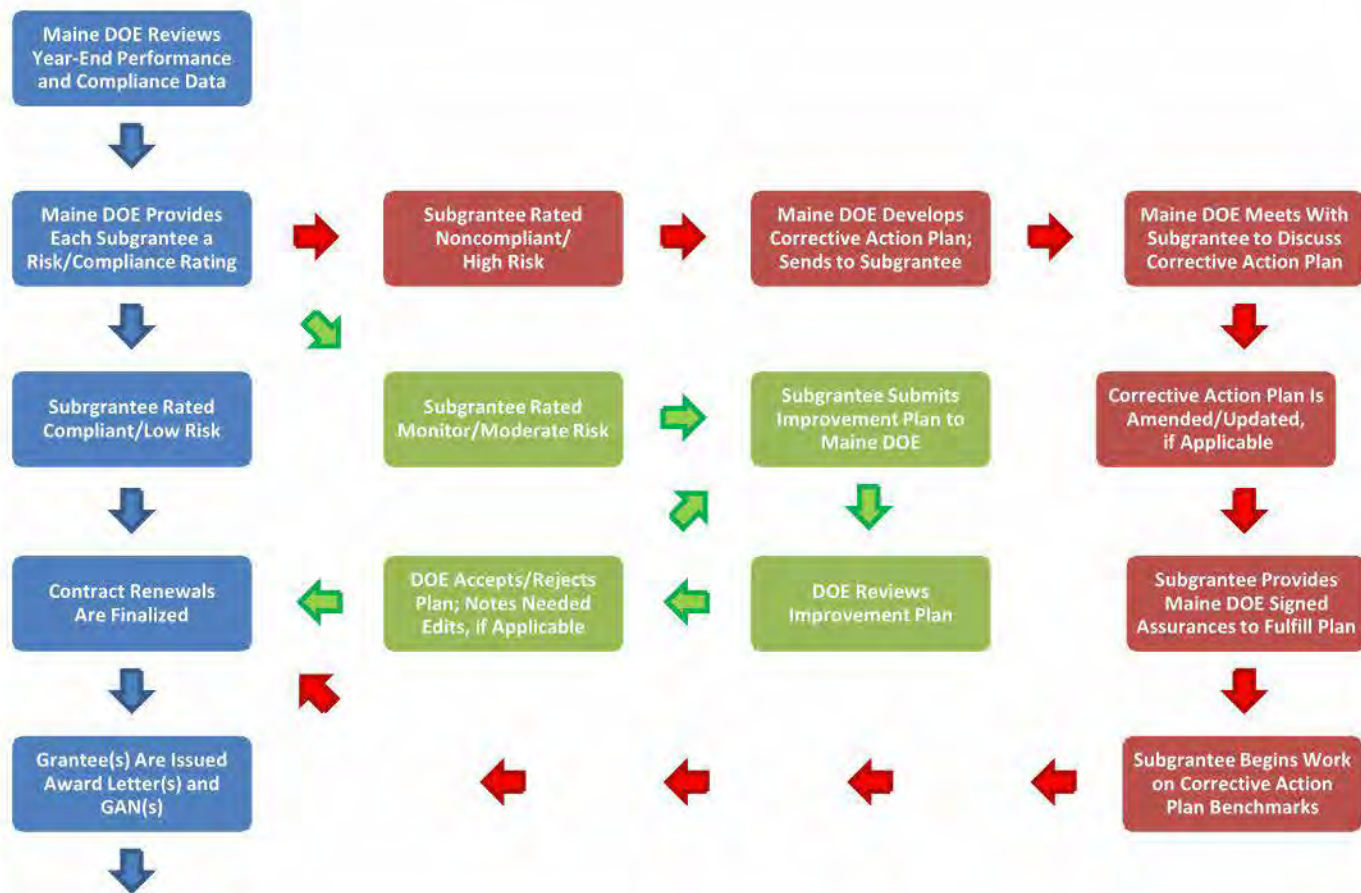
On an annual basis, the Maine DOE renews previously issued grant awards, as appropriate, through a 3-step process. Every recipient of 21<sup>st</sup> CCLC program funds within the State undergoes an annual State-level performance evaluation and overall review of compliance with state and federal law. This review informs an annual risk assessment for all recipients of 21<sup>st</sup> CCLC program funds.

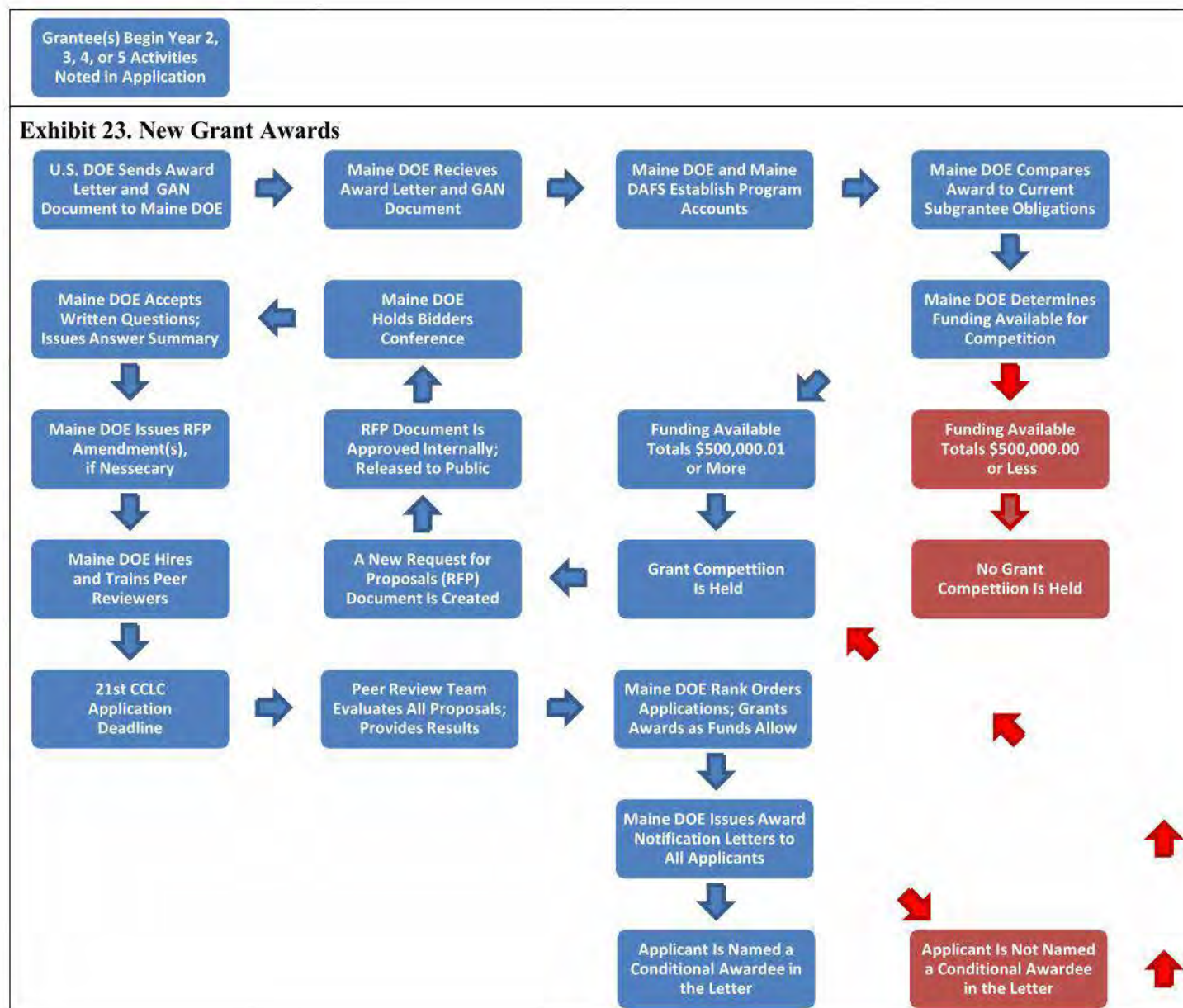
Maine's process for actually issuing grant awards under the 21<sup>st</sup> CCLC program is uniform and is not significantly impacted by whether or not the state is issuing an initial or renewal award. Due to the competitive nature of the 21<sup>st</sup> CCLC program, the Maine DOE uses a two-step process for issuing grant awards. The first step is the development of a formal contract between each successful applicant and the State of Maine, which outlines key information, including, but not limited to: financial data, important dates, required assurances, and performance goals for each awarded agency.

The second step deals primarily with the initial application and **process** of issuing initial awards for (1) new programs, (2) expanded programs, and/or (3) the continuation of programs that have reached the end of their prior award's renewal periods. Inclusive of this second process are phases of application development, application review, award decisions, the appeal process, and finally the issuing of awards. This process is outlined at a high level in Exhibit 23.

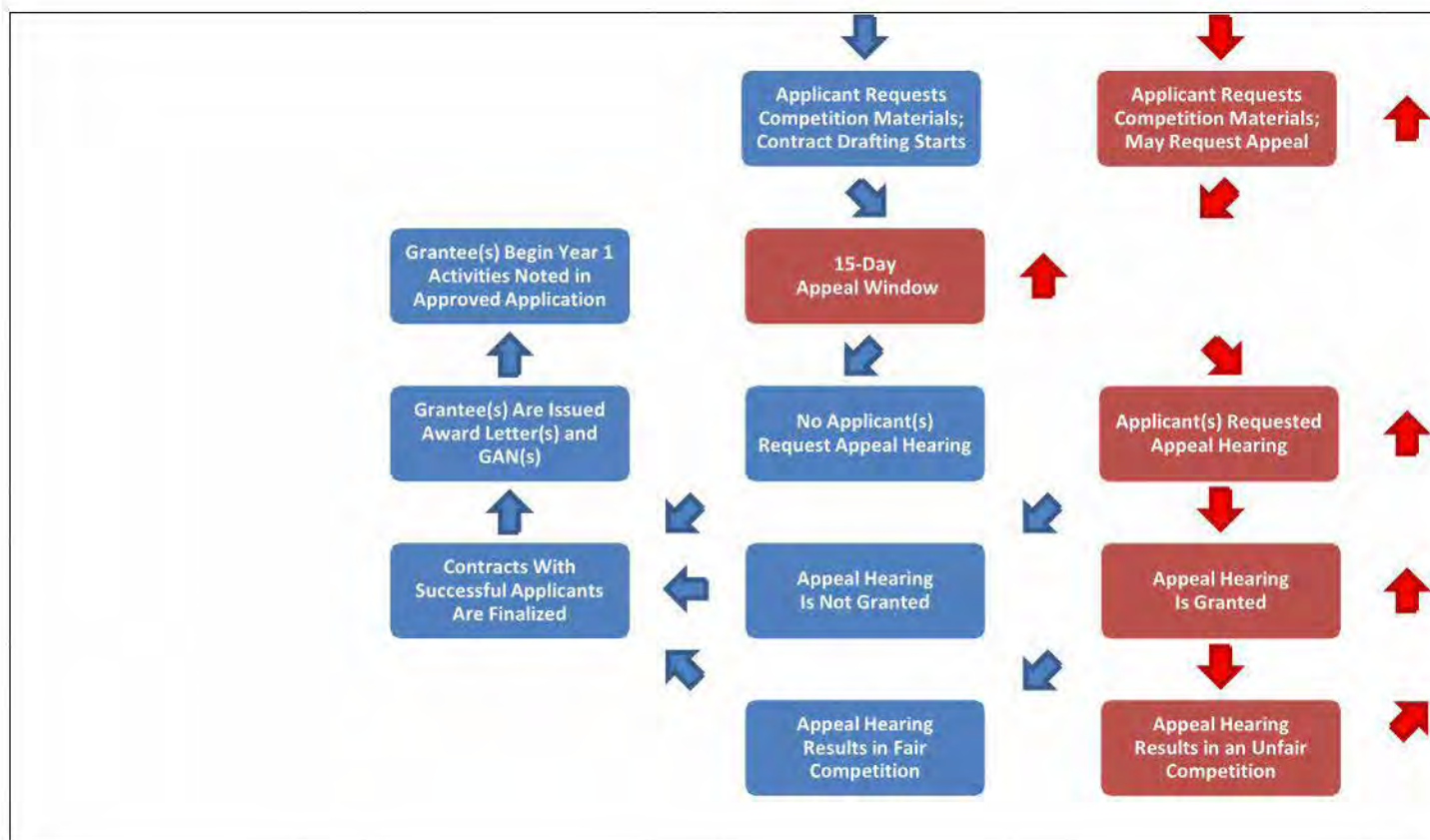


## Exhibit 22. Renewing Grant Awards









As stated previously, the process for actually awarding funds is uniform within the state, once the pre-award activities, such as developing the RFP and reviewing applications, have been completed. In the event that an appeal hearing is either not requested, or deemed unwarranted by the State of Maine Division of Purchases, the State Coordinator would move forward with issuing grant awards to that successful applicants might begin their work as subgrantees.

As part of the evaluation process for proposals submitted in response to a 21<sup>st</sup> CCLC RFP issued by the State of Maine, the Maine DOE will use certain criteria to prioritize applications for funding. This will be accomplished by awarding competitive priority points to applicants based upon the following considerations which may include poverty level and ESEA school accountability status.

Additionally, and in compliance with Sections 4203(a)(3)(b) and 4204(i) of the ESSA, the Maine DOE will prioritize applicants based on the level of school and student needs, and also propose to target services to the families of students who attend the types of schools outlined above. The justification for selection of these priority criteria is that Maine wishes to ensure that its limited 21<sup>st</sup> CCLC program funds are made available to the most at-risk and in-need student populations and families across the state.

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

The specific measurable program objectives and outcomes for each eligible and participating SAU related to the Title V, Part B program will be driven by each SAU's comprehensive educational plan.

**G. McKinney-Vento Act.**

- i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Identification of children and youth experiencing homelessness will primarily be the responsibility of the SAUs, with support materials provided by the National Technical Assistance Provider. On their identification and enrollment, SAUs will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.

- ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

The Maine DOE Student Support team and McKinney-Vento program staff will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars, and conferences and are conducted regionally throughout the state.



- iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

The Maine DOE has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution and provides a full timeline of complete review and decision process. The Maine DOE McKinney-Vento Consultant is Gayle Erdheim.

- iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The Maine DOE works collaboratively with SAUs to ensure locally driven policies and procedures provide the necessary support for children and youth experiencing homelessness and ensure they face no barriers that prevent prior school performance from being considered in proficiency in the new school administrative unit.

- v. *Describe the SEA's procedures to ensure that homeless children and youths:*
1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
  2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
  3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

Currently, Maine does not have a universal public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Maine statute. The Maine DOE will continue to build on existing collaboration with the Early Childhood Education Consultant, providing new avenues for training, technical assistance, and collaboration at the local level.

The Maine DOE provides ongoing training and technical assistance to SAUs, ensuring all barriers, including transportation, to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness.

The Maine DOE successfully provides ongoing training and technical assistance to SAUs to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

- vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

The Maine DOE provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education statutes and ESSA requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records, and other documentation.

*Policies to Remove Barriers: Demonstrate that the SEA and LEAs in the State have developed and shall review and revise policies to remove barriers to the identification and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.*

Maine's attendance statute contains the explicit provision that educational disruptions due to homelessness are excused absences. The Maine DOE has conducted extensive training with SAUs to assure that students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status, unless an official withdrawal or record transfer request from the parent/guardian or receiving school district.

The Maine DOE Coordinator conducts regular trainings for SAU liaisons and other school personnel regarding the provisions of the McKinney-Vento Homeless Education Act, including provisions that address minimizing barriers to enrollment and retention related to outstanding fees, fines, or absences. The Maine DOE Coordinator reviews statutes and rules to ensure that they reflect changes in McKinney-Vento. *(Revised Template, Section I.6)*

*7. Assistance from Counselors: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.*

The Maine DOE Coordinator provides regular trainings and technical assistance for SAU liaisons and other school personnel regarding the provisions of the McKinney-Vento Homeless Education Act, including the provision that homeless youth receive assistance to improve college readiness. The SEA Coordinator works closely with the State Student Services Coordinator and is disseminating this requirement through the SEA's Guidance Advisory Committee. *(Revised Template, Section I.7)*



## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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## APPENDIX TABLE OF CONTENTS

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## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement -

#### 2016-2030 EmPowerME and SAT Statewide Intermittent and Long Term Goals with 50% Reduction Model

Content Area	Subgroup	2016	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
ELA	All Students	50.59	49.41	24.7	50.59	55.51	60.43	65.35	70.27	75.20
ELA	Eco Disadv.	36.6	63.4	31.7	36.6	42.74	49.28	55.62	61.96	68.30
ELA	Child Disabilities	15.51	84.49	42.24	15.51	23.95	32.4	40.84	49.28	57.75
ELA	EL	15.86	84.14	42.07	15.86	24.27	32.68	40.09	49.50	57.93
ELA	African	27.26	72.74	36.37	27.26	34.53	41.80	49.07	56.34	63.63
ELA	American Ind.	34.42	65.58	32.79	34.42	40.65	46.88	53.11	59.34	65.58
ELA	Asian	59.6	40.4	20.2	59.6	63.64	67.68	71.72	75.76	79.80
ELA	Hawaiian	49.47	50.53	25.26	49.47	54.52	59.57	64.62	69.67	74.73
ELA	White	51.62	48.38	24.19	51.62	56.42	61.22	66.02	70.82	75.81
ELA	Hispanic	43.01	56.99	28.5	43.01	48.71	54.41	60.11	65.81	71.51
Math	All students	38.31	61.69	30.84	38.31	44.48	50.65	56.82	62.99	69.15
Math	Eco. Dis	24.26	75.74	37.87	24.26	31.83	39.4	46.97	54.54	62.13
Math	Child Disabilities	11.9	88.1	44.05	11.9	20.71	29.52	38.33	47.14	55.95
Math	EL	12.67	87.33	43.66	12.67	21.4	30.14	38.86	47.59	56.32
Math	African	16.63	83.37	41.68	16.63	24.98	33.32	41.66	50	58.31
Math	Am Ind.	23.11	76.86	38.45	23.11	30.8	38.49	46.18	53.87	61.56
Math	Asian	49.72	50.28	25.14	49.72	54.75	59.78	64.81	69.84	74.86
Math	Hawaiian	47.37	52.63	26.31	47.37	52.63	57.89	63.15	68.41	73.68
Math	White	39.33	60.69	30.34	39.33	45.40	51.47	57.54	63.61	69.67
Math	Hispanic	28.11	71.89	35.94	28.11	35.30	42.49	49.68	56.87	64.05

The Maine DOE will update our long term goals and interim performance measures using both the 2016 and 2017 EmPowerME (Maine's 3-8 state level assessment) and SAT (Maine's high school assessment) data by June 30, 2017. The interim performance measures are contained in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.



## B. Graduation Rates

### Graduation Rates with Interim Progress Measures 4 Year Cohort

Subgroup	Baseline	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All students	86.83	3.17	3.17	86.83	87.47	88.11	88.75	89.59	90
Eco Dis.	77.77	12.23	12.23	77.77	80.22	82.67	85.12	87.57	90
Child Dis.	72.19	17.81	17.81	72.19	75.75	79.31	82.87	86.43	90
EL	78.14	11.86	11.86	78.14	80.51	82.88	85.25	87.62	90
Hispanic	83.46	6.54	6.54	83.46	84.77	86.08	87.39	88.7	90
Amer. Ind.	84.91	5.09	5.09	84.91	85.93	86.95	87.97	88.99	90
Asian	90.68	0	0	90.68	90.68	90.68	90.68	90.68	90.68
Black	76.77	13.23	13.23	76.77	79.42	82.07	84.92	87.37	90
Hawaiian	88.24	1.76	1.76	88.24	88.59	88.94	89.29	89.64	90
White	87.29	2.71	2.71	87.29	87.83	88.37	89.45	90	
		<b>Extended</b>	<b>Year</b>	<b>Cohort</b>	<b>Grad</b>	<b>Rates</b>			
All Students	88.61	1.39	1.39	88.61	88.89	89.17	89.45	89.73	90
Eco. Dis.	80.82	9.18	9.18	80.82	82.66	84.5	86.34	88.18	90
Child Dis.	77.27	12.73	12.73	77.27	79.82	82.37	84.92	87.47	90
EL	86.12	3.88	3.88	86.12	86.89	87.66	88.43	89.2	90
Asian	94.27	0	0	94.27	94.27	94.27	94.27	94.27	94.27
Am Ind.	83.49	6.51	6.51	83.49	84.79	86.09	87.39	88.69	90
Black	83.47	6.53	6.53	83.47	84.78	86.09	87.40	88.71	90
Hispanic	84.13	5.87	5.87	84.13	85.30	86.47	87.64	88.81	90
Native Hawaiian	93.33	0	0	93.33	93.33	93.33	93.33	93.33	93.33
White	88.84	1.16	1.16	88.84	89.07	89.30	89.53	89.73	90
Multiple Races	86.62	3.38	3.38	86.62	87.30	87.98	88.66	89.34	90

## C. English Language Proficiency

The measurements of interim progress shared below are based on progressive increases in the percentage of all English learners in Maine who make annual progress toward the long-term goals. These measures of interim progress are not the result of a review of trend data as described above. As indicated previously, the ESSA Advisory Workgroup will review trend data and Maine DOE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Maine.

### State-designed Goals for English Learners

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	ACCESS 2.0 2016 30%	90% 2030

EL Proficiency		2016	2018	2021	2024	2027	2030
All English learners	% of ELs achieving proficiency	30%	42%	54%	66%	78%	90%

Upon full review of the trends by the ESSA Advisory Workgroup by June 30, 2017 the Maine DOE the interim measures will be updated.



## **APPENDIX B: SECTION 427 GEPA**

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), Maine DOE and all participating SAU plan to review existing policies and procedures to ensure that every aspect of the ESSA Consolidated State Plan fully aligns with the requirements of Section 427. This review of Maine DOE and SAU policies will occur prior to beginning of the project. Upon completion of the reviews, steps will be taken, as needed to revise, modify or develop new policies and procedures for complete alignment and compliance with Section 427 to ensure equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services provided by the ESSA Programs.

Professional development programs are offered by the staff for all participants and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment and other needed accommodations will also be made available for those who request it.

The State has a comprehensive Affirmative Action Plan (AAP) committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. It is the policy of the state to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.



## APPENDIX C: HUMAN CAPITAL MANAGEMENT SYSTEM RESOURCES

Improving student learning and educator effectiveness is the primary objective of Maine Schools for Excellence (MSFE), a school improvement initiative managed by the Maine Department of Education that was launched in 2010 and funded by two federal Teacher Incentive Fund (TIF) grants. Premised on the belief that “the quality of a school cannot exceed the quality of educators, and the quality of educators cannot exceed the quality of the systems in place to attract, motivate and retain those educators,” (Aspen Institute, 2011) MSFE, together with lead technical support provider, American Institutes for Research, supported the development of a suite of human capital system resources that



address each of the areas in the graphic to the right. By engaging collaboratively with key stakeholders, districts are encouraged to adapt these resources to their unique needs with the ultimate aim of creating and sustaining a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering highest quality instruction to all students.

### Educator Preparation

Resource	Description
<p>New Teacher Mentoring Materials (Created and revised by Anita Stewart McCafferty, 2016)  <a href="http://maine.gov/doe/effectiveness/mentorin g.html">http://maine.gov/doe/effectiveness/mentorin g.html</a></p>	<p>Updated new teacher mentoring materials that cover:</p> <ul style="list-style-type: none"> <li>• Module 1 - Needs of Beginning Educators, Confidentiality and Need for Induction and Mentoring</li> <li>• Module 2- Maine’s Initial Teaching Standards &amp; Evidence-based Instructional Strategies</li> <li>• Module 3 - Effective Communication Strategies &amp; Listening Skills</li> <li>• Module 4- Mentoring Approaches, Coaching Cycle &amp; Observation Practice</li> <li>• Module 5- Review, Stress Management &amp; Conflict Resolution</li> </ul>
<p>Teacher Leadership Profiles and Resources  <a href="http://www.maine.gov/doe/teacher-leadership/index.html">http://www.maine.gov/doe/teacher-leadership/index.html</a></p>	<p>Resources aimed at building awareness of teacher leader standards, opportunities, and profiles of local and national teacher leader models.</p>



## Employment

Resource	Description
HR Planning Tool	Automated tool and guidance document for engaging key stakeholders in the development and communication of a district-wide human resource plan
Job Description for Classroom Teacher <a href="http://maine.gov/doe/excellence/resources/16-4943-v04-Teacher-job-description-ed-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v04-Teacher-job-description-ed-final.docx</a>	Sample job descriptions for classroom teacher position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Job Description for Principal <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Principal-job-description-ed-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Principal-job-description-ed-final.docx</a>	Sample job descriptions for principal position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Employment Advertisements for Classroom Teachers Sample A: <a href="http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx</a> Sample B: <a href="http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx</a> Sample C: <a href="http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Teacher.docx">http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Teacher.docx</a>	Sample employment advertisements for classroom teacher position that that can be tailored to district needs and priorities
Employment Advertisements for Principals Sample A: <a href="http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx</a> Sample B: <a href="http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx</a> Sample C: <a href="http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Principal.docx">http://maine.gov/doe/excellence/resources/16-4943c-v03-SAMPLE-AD-Principal.docx</a>	Sample employment advertisements for principal position that that can be tailored to district needs and priorities
Interview Protocol for Classroom Teachers <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Teacher-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Teacher-final.docx</a>	Sample interview protocol and questions for classroom teacher position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Interview Protocol for Principals <a href="http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Principal-final.docx">http://maine.gov/doe/excellence/resources/16-4943-v01-Interview-Protocol-Principal-final.docx</a>	Sample interview protocol and questions for principal position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Entry Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand the factors that



	influence a staff member's decision to accept the position he/she has been offered. Understanding these factors can direct schools or school districts to identify policies, supports, and resources that can support successful recruitment and retention efforts.
Exit Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand why staff choose to leave their positions. Understanding the factors that influence an educator's decision to leave an organization can direct districts to identify policies, supports, and resources that can support successful retention efforts.

#### Evaluation and Professional Growth

Resource		Description
TEPG	Model TEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their teacher evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine's Chapter 180
	TEPG Rubric and Companion Guide <i>(Currently undergoing revision/refinement for release of version 3.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the TEPG rubric describes the criteria for evaluating teacher practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The TEPG Rubric Companion Guide offers practitioners an extended guide to interpreting and applying the rubric and includes narrative descriptions of each standard, as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	TEPG Goal Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	TEPG Professional Development Modules	Best suited for use in a PLC-type of environment, the MSFE TEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the

LEPG		TEPG rubric. Modules are used in concert with the TEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, discussion protocols, observation scenarios, as well as facilitator notes and related participant handouts.
	Video Peer-Review Protocol	Protocol for use by practitioners as they provide feedback to one another using videos of classroom practice for the purpose of reflecting upon and improving instructional practice
	Student Work Analysis Protocol	Protocol for use by practitioners as they collaboratively examine student work for the purpose of reflecting upon and improving instructional practice
	Peer Observation Protocol	Provides guidance to classroom teachers as they engage in formative observation and improvement-focused feedback conversations with colleagues
	Model LEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their principal evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine's Chapter 180
	LEPG Rubric and Companion Guide <i>(Currently undergoing revision/ refinement for release of version 2.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the LEPG rubric describes the criteria for evaluating principal/leader practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The LEPG Rubric Companion Guide offers practitioners an extended guide to interpreting, reflecting upon and applying the rubric, and includes narrative descriptions of each standard (in version 2.0, currently in development), as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	LEPG Goal-Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	LEPG Professional Development Modules <i>(Currently in pilot use in TIF 4)</i>	Best suited for use in a PLC-type of environment, the MSFE LEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the



	<i>districts; public release in Summer of 2017)</i>	TEPG rubric. Modules are used in concert with the LEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, articles, discussion protocols, reflection activities, as well as facilitator notes and related participant handouts.
	Leadership 360° Survey	Feedback tool with items aligned to each standard in the LEPG that offers the opportunity for staff to provide input as to their perceptions of the leader's performance. Results can be included as part of the multiple measures of effectiveness in the LEPG rating, as well as for individual leader reflection and goal-setting.
OLS	Model SLO Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when developing their local Student Learning Objectives process for measuring student growth in the PEPG systems. The document features detailed steps and considerations to assure that each aspect of the SLO process including the selection/design of assessments and student growth targets, timelines for completion, approval and ongoing monitoring is approached with fidelity and attention to the needs of the local district.
	SLO Professional Development Modules	A set of videos and accompanying materials that guide practitioners through each step of the SLO process from assessment development, to approval, monitoring and scoring, and include opportunities for discussion and decision-making with regard to the local SLO design and expectations.
	SLO Assessment Checklist	An annotated, editable checklist addressing each component of a quality assessment for practitioners to use when developing/approving assessments for use as the basis of an SLO measuring student growth
	SLO Template	An annotated, editable template that provides a model for consistent documentation of information related to each SLO, including the student needs assessment, as well as the content standards, growth targets, progress monitoring and formative/summative assessments included as part of an individual practitioner's SLO
	SLO Approval Checklist	An annotated, editable checklist addressing each component of a quality SLO for practitioners to use when developing/approving SLOs for use as a measure of student growth



	Quality Assessment Development and Approval Professional Development Modules	Materials including PowerPoint presentations, discussion protocols and feedback scenarios designed to build practitioner skills and knowledge related to the design of quality assessments, as well as build local capacity for peer and administrator review and feedback of assessments before use/administration as part of the SLO process
	Sample Teacher Created Assessments	An ongoing collection of quality teacher-created assessments that can be used as models for local practitioners when designing classroom based measures of student growth
Data Analysis Protocol		Protocol document providing guidance for districts/schools/teams to use when examining data related to educator effectiveness as a means to reflect and engage in decision-making, planning and goal-setting processes

#### Recognition and Reward

Resource	Description
Model R&R Framework and Guidelines	Describes MSFE's approach to district-wide recognition and reward for teachers and leaders, that can be tailored to district needs and priorities
R&R Generator	Automated tool and guidance document designed to assist districts in calculating and reporting staff member performance-based pay. The software program assists with data entry, data validation, computation of payment calculations, and report generation.

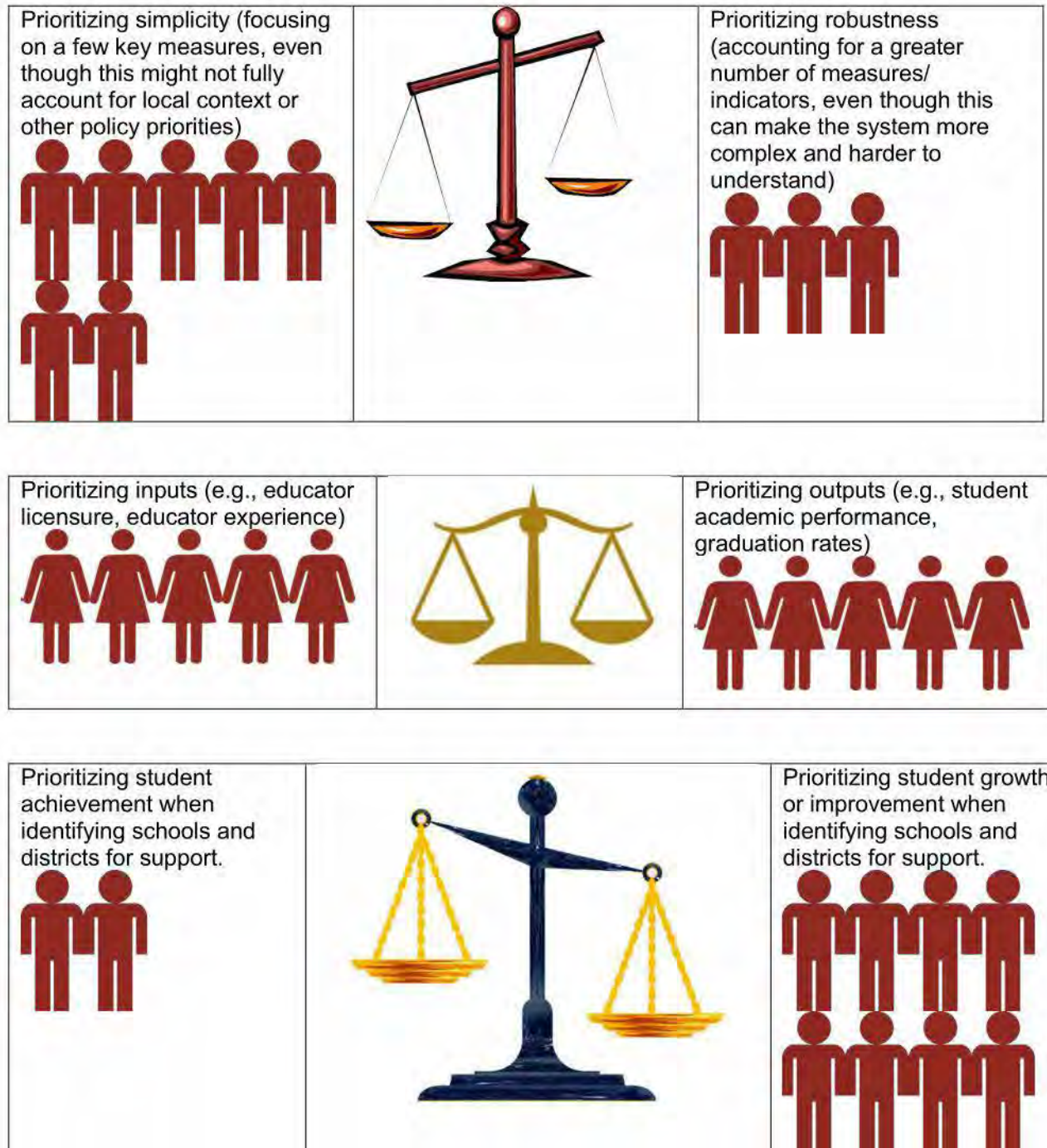
#### School Environment

Resource		Description
School Climate Resources <a href="http://maine.gov/doe/excellence/documents/School%20Culture%20and%20Climate%20Resources.docx">http://maine.gov/doe/excellence/documents/School%20Culture%20and%20Climate%20Resources.docx</a>		Inventory of school environment related resources and technical support providers
Learner Perception Surveys	Student Perception Survey – Early Elementary (K-2)	Interview protocol for use with k-2 students with eight discussion prompts; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Survey – Elementary (3-5) Short and Long Versions	Surveys with twenty-nine or forty-six multiple choice items (no, sometimes, yes, or I don't know) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection,

		and/or professional goal writing
	Student Perception Survey – Secondary (6-12) Short and Long Versions	Surveys with thirty-seven or sixty-six multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Surveys TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
Staff Perception Surveys	Staff Perception Surveys	MSFE version: Survey with seventy-two multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure); provides data to inform professional practice ratings, leader self-reflection, and/or professional goal writing EDCSL version: xxx
	Staff Perception Survey TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
	School Climate Professional Development Modules	Set of six school climate improvement online modules released through the USDOE to support users of EDCSL (USDOE school climate surveys; or any valid and reliable climate surveys
	Parent and Family Focus Group Protocol	Protocol for leading focus group discussions related to parent and family perception of school social and academic climate
	Parent and Family Focus Group LEPG Alignment Guide	Provides tables with suggested areas of alignment between each discussion item/prompt with LEPG rubric standard indicators
Incorporating School Environment Data Into Educator Evaluation Growth <a href="http://maine.gov/doe/excellence/resources/TEPGandEnvironmentDataAnalysisProtocol-FINAL-06-21-16.pdf">http://maine.gov/doe/excellence/resources/TEPGandEnvironmentDataAnalysisProtocol-FINAL-06-21-16.pdf</a>		Six-step protocol for end of the year TEPG data review; includes predicting, observing, and interpreting data followed by connecting to professional development and support; identifying implications, and process reflection
School Climate Data Analysis Protocol		Seven-step protocol for data analysis that includes predicting, understanding and observing data followed by identifying findings, developing key findings, connecting key findings to professional development, practices and policies, and implications



## APPENDIX D: MAINE ESSA SURVEY GRAPHS







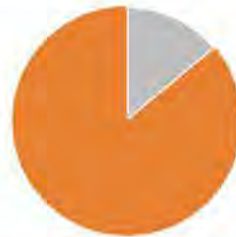
Nearly 9 of 10 respondents believe the system should identify and recognize schools and districts with the best student outcomes, not just those with the lowest performance.



Three-fourths of the respondents agree that schools and districts with the lowest student performance should get the most support (fiscal / technical assistance) from the State.



86% of the respondents believe that the system should take into account indicators of the college and/or career readiness of students in the district or school (e.g., participation in advanced coursework / CTE completion of a college preparatory curriculum, participation in career planning and preparation activities).



Nearly eight out of ten respondents agree that the system should take into account the college and/or career outcomes of students who graduate from the district or school (e.g., enrollment in post-secondary schooling, employment).

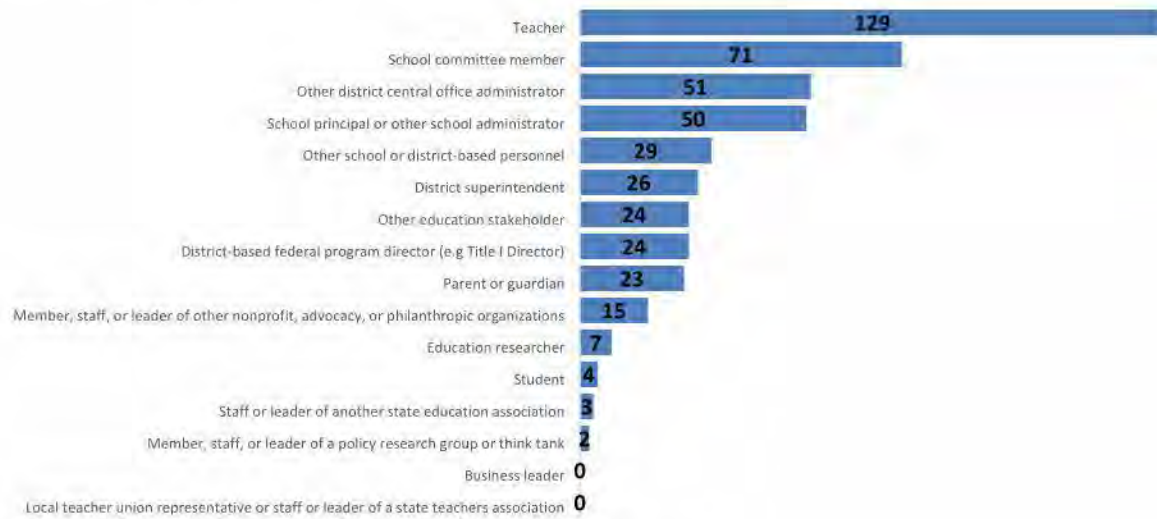




## Characteristic of the Respondents

Nearly eight out of ten respondents are frontline educators at the district- and school levels (e.g., superintendents, principals, teachers), and key stakeholders (e.g., parents, students). The figure below shows the number of respondents by role.

**Role of the Respondents**



## APPENDIX E: ESSA ADVISORY WORKGROUP AND MEETING NOTES

### ESSA Advisory Work Group Membership

Name and Title	LD 1253 Membership Role
Betsy Webb, Superintendent Bangor Public Schools 73 Harlow Street Bangor ME 04401 <a href="mailto:bwebb@bangorschools.net">bwebb@bangorschools.net</a>	I. Superintendent
Heather Blanchard Director of Instructional Support Lewiston Public Schools Dingley Building, 36 Oak Street, Lewiston, ME 04240 <a href="mailto:hblanchard@lewistonpublicschools.org">hblanchard@lewistonpublicschools.org</a>	K. Curriculum Leaders
Heather Perry Superintendent Gorham Public School 75 South St Suite 2 Gorham ME 04038 <a href="mailto:Heather.perry@gorhamschools.org">Heather.perry@gorhamschools.org</a>	I. Superintendent
Mary Nadeau Principal, Nokomis HS RSU 19 266 Williams Road Newport, ME 04953 <a href="mailto:mnadeau@rsu19.org">mnadeau@rsu19.org</a>	D. Principals
Jodi McGuire Director of Instructional Support Yarmouth Schools 101 McCartney Street, Yarmouth, Maine 04096 <a href="mailto:Jodi_mcguire@yarmouthschools.org">Jodi_mcguire@yarmouthschools.org</a>	K. Curriculum Leaders
David Bridgham Business Officer RSU 24 2165 US Highway 1 Sullivan ME 04664 <a href="mailto:dbridgham@rsu24.org">dbridgham@rsu24.org</a>	

Ray Poulin Retired <a href="mailto:rpoulin@maine.edu">rpoulin@maine.edu</a>	
Robert Kahler Principal, Lisbon Community School 28 Dumas Street, Lisbon Falls, Maine 04252 <a href="mailto:rkahler@lisbonschoolsme.org">rkahler@lisbonschoolsme.org</a>	D. Principals
Terry Wood Curriculum Director SAD 1/RSU 79 79 Blake St Ste 1 PO Box 1118 Presque Isle ME 04769 <a href="mailto:woodt@sad1.org">woodt@sad1.org</a>	K. Curriculum Leaders
Fern Desjardins Superintendent RSU 33 PO Box 9 Frenchville ME 04745 <a href="mailto:fdesjardins@msad33.org">fdesjardins@msad33.org</a>	I. Superintendents
Prof, Jon Reisman UM System Washington County <a href="mailto:jreisman@maine.edu">jreisman@maine.edu</a>	
Doug Larlee Teacher Carrabec Community School RSU 74 56 No. Main Street North Anson, Me 04958 <a href="mailto:dlarlee@carrabec.org">dlarlee@carrabec.org</a>	K. Curriculum Leaders
Jessica E. Sturges  207.749.6558 District ESL teacher, K-12 RSU 5 - Durham, Freeport, Pownal <a href="mailto:sturgesj@rsu5.org">sturgesj@rsu5.org</a> <a href="#">ESL website</a>	C. Teachers
Gail Cressey, NCLB Coordinator Portland Public Schools 353 Cumberland Ave Portland ME 04101 <a href="mailto:cressg@portlandschools.org">cressg@portlandschools.org</a>	
Guy Bourrie	



211 West Washington Road, Washington, Maine 04574 <a href="mailto:guybo211@gmail.com">guybo211@gmail.com</a>	H. School Boards
Debbie Levesque Principal Millinocket Public School Granite Street School 191 Granite Street Millinocket ME <a href="mailto:dlevesque@millinocketschools.org">dlevesque@millinocketschools.org</a>	D. Principals
Lee Jackson RSU 34 School Board <a href="mailto:Leejackson633@gmail.com">Leejackson633@gmail.com</a>	H. School Board G. Student
Ande Smith <a href="mailto:Ande-sbe@outlook.com">Ande-sbe@outlook.com</a>	B. State Board of Education
Amy Johnson MEPRI 140 School Street Gorham, ME 04038 <a href="mailto:amyj@maine.edu">amyj@maine.edu</a>	F. Education Research Institute
Betsy Chapman Former School Board member RSU 22 <a href="mailto:Bpchapman37@gmail.com">Bpchapman37@gmail.com</a>	E. Parent
Candace Crane Principal Houlton Elementary School 60 South Street Houlton, ME <a href="mailto:Candace.crane@rsu29.org">Candace.crane@rsu29.org</a>	D. Principal
Jennifer Michaelis <a href="mailto:Jenred823@gmail.com">Jenred823@gmail.com</a>	C. Teachers
Bob Kautz Maine Charter Commission <a href="mailto:Bob.kautz@maine.gov">Bob.kautz@maine.gov</a>	
Internal ESSA Team Rachelle Tome, Jaci Holmes, Janette Kirk, Angel, Nancy Mullins, Beth Lorigan, Charlotte Ellis, Chuck Lomonte	A. Department of Education



## **ESSA Advisory Group**

**November 2, 2016**

**9AM – 3PM**

**Cross State Office Building**

**Type of Meeting: Initial Convening of the ESSA Advisory Group**

**Facilitator: Bob Hasson**

**Attendance: Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, Janette Kirk, Nancy Kirk, Ande Smith, Ray Poulin, Heather Blanchard, Gail Cressey, Robert Kahler, Jim Sloan, Bob Kautz, Robert McDonald, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson**

**Maine DOE: Jaci Holmes, Angel Laredo, Bob Hasson, Beth Lorigan, JanetteTarr, Bill Beardsley, Nancy Mullins, Bob Hasson, Janette Kirk, Nancy Kirk, Chuck Lomonte, Debra Plowman, Sherry Wyman**

**Public: Dan Allen & Paul Hamilton, MEA, Vicki Wallack, MSSA, Phil McCarthy, Brian Hubbell, Legislative Education Committee, Scott Reynolds, Northeast Comprehensive Center**

### **9:00 AM: Welcome**

Deputy Commissioner Bill Beardsley welcomed the group and thanked them for their involvement in the ESSA work ahead. He shared that he believes that the ESSA is a good bill to move education forward in Maine.

#### **A. Purpose and Goals**

#### **B. Introductions**

Jaci also welcomed the group and explained how the membership represents educational interests in Maine. She told the membership that their collaboration with the Maine DOE in the application process is critical. Members of the Advisory Panel, visitors and Maine DOE staff introduced themselves. Jaci introduced the internal Maine DOE ESSA team. She explained that the internal team has been planning for this advisory panel meeting. There are three focus areas in the application, so subgroups looking at each area will be established today for accountability, school improvement and the consolidated application. Panel members will choose a sub-group, or sub-groups to participate in.

Jaci commented on ESSA and believes it to be a significant shift from the federal government to the state.

### **9:30 AM: Overview and Update – Where are we now?**



## **A. Key Elements of the Vision**

- 1. Six key areas of ESSA**
- 2. Maine's Blueprint for Future Generations**
- 3. State Funding**

Janette Kirk provided an overview of the seven “buckets” which encompass the primary areas of the ESSA and the State Consolidated Application. There will be some changes for this next application to the U.S. Department of Education due requirements under ESSA needing to be addressed; the DOE team has decided that innovative assessment pilots will not be part of this new work as the Maine DOE does not have the necessary capacity to implement this element. The accountability system will be revised in incorporate all required 5 elements. We will change the terms for identifying schools for support to comprehensive supports and intervention and targeted supports and intervention. There will continue to be separate federal funding streams. It is perceived Maine will not be receiving more funding through the new ESSA, but there will be shifts in how funds are used and the funding streams to which they apply.

The primary seven elements feed into an accountability system that will provide data for a district and/or school review. Janette shared the 9 titles that encompass ESSA. All titles will focus on equity. Title 5 has been moved to be Title 6. The McKinney-Vento act was also reauthorized outside of ESSA with those changes being implemented in the coming months.

Janette shared that the DOE is looking at the ESSA application in three key areas; accountability, school improvement and the consolidated application. She shared current thinking around a single consolidated application and school improvement process for all districts to complete including options gleaned from stakeholder engagement indicating accountability should apply to all schools not only those receiving Title I funds. The team is looking to change the “improvement” mindset from a negative to a positive process that all schools engage in. She said that we are exploring making available DirigoStar to all schools within the state to support their school improvement work.

She explained the “consolidated” application process. Presently the DOE has a consolidated application encompassing a Title I, Title II, Title III, and Title V applications which seem to be in individual silos. The Maine DOE is exploring how this application can truly become a consolidated application in to braid federal funds in order to meet the school and student needs.

She explained the idea using a differentiated tiered system of support (DTSS) for Maine schools, providing schools with an appropriate level of support based on their needs. Jaci said that the terms targeted and comprehensive supports are ESSA terms. She said that there are opportunities for making overarching changes across the state. The Maine DOE would like to move away from a negative approach to school improvement.

Heather Perry remarked that the goals described by Janette are laudable. David Bridgham said that the NCLB approach to shaming schools and districts is not positive and does not look well when the media reports the information about school in a negative light.

Jaci said that the team will be looking at a variety of data points that will help a school to decide where it needs to improve. Betsey Chapman said that she thinks that it makes sense to have a baseline of school information available to the media that would help communities to understand how things are going in their schools.

Heather Perry asked about the involvement of the stakeholder groups. Jaci explained that the Maine DOE has been on top of the work being done on the federal regulations. She shared that there will be some changes in the final regulations after the public comment period and that the date for implementation is



Fall 2017. She said that Maine's application target is March 1<sup>st</sup> and the DOE is anxious to move the sub-groups ahead so that the application will be submitted by that date. The Maine DOE internal team is beginning prepare overarching elements within the draft application. The Maine DOE has developed a Google folder to house this information. Heather Perry asked if the sub-groups should be working between now and the end of December to inform the work. She asked if the group could decide to move the application out until July, if the stakeholders feel that it needs more work. There was discussion about the March vs. July date for submission of the application.

Bob Hasson reported that other states have used their strategic plans to inform the application. He said that the application is open to changes in the timeline if the stakeholders feel that is necessary. He wants to be sure that we have a plan that is credible and supported by Maine schools.

Ray Poulin asked which schools will be covered under ESSA Title application. Until now, the law has applied only to public schools. Presently private schools have the option to participate. Janette shared the proposed changes regarding equitable access to federal funds for private schools and indicated that districts may see an increase in participation due to the changes regulating how they receive that equitable share. Private school equitable share as currently proposed will be determined from the total district allocation as opposed to the funds remaining from the allocation once district needs have been met.

Jaci mentioned that ESSA requirements changed the certification expectations for special education teachers. Jaci explained that the DOE has opened Chapter 115 for public comment regarding these changes and other adjustments to certification in general. Jaci said that she welcomes public comments. The Maine DOE needs to be in compliance with OSEP by July 1, 2017.

Ande Smith would like to be able to review the application components framework of the application before the DOE begins to put pieces into it. Jaci explained that the application is available in Google Docs and members of the Advisory Panel will have access to it.

## **B. Clarification of Broad Questions – Survey Results**

Jaci Holmes talked about the ESSA survey that was offered to schools for comment. She reviewed the data on how educators would prefer our system of improvement for schools to look like. One of the important elements found is that respondents want the data to be collected on "all" students.

The survey results informed the crafting of MTSS (Multi-tiered system of supports) for schools. She said that the consolidated application will allow for the use of various funds to support the work. There will be a focus on building college and career ready systems.

Heather Perry said that the number of respondents in the survey was low in general particularly with parents and suggested an additional survey. Jaci said that the internal team has discussed developing a new survey to broaden our responses. Janette shared the Maine DOE had reached out to the Maine PTA which resulted in two webinars being conducted – one during the afternoon and one during the evening to accommodate parent schedules, in order to glean input.

There was discussion about how private schools will be using funds and how this may impact the funds in the local school system.

## **C. Overview of the Workgroups and the Work Ahead**

- 1. Accountability**
- 2. School Improvement**
- 3. Consolidated Application**



Jaci Holmes explained what the work ahead may look like in each group. The internal team will be keeping notes from the various groups working on ESSA. The main driver in our overarching vision for the work will be “supporting all students”. The focus needs to be on keeping the work positive and supporting our excellent teachers in a positive manner. We are examining the braiding of federal of federal funds to make this work happen. For schools currently operating with school wide approval and flexibility, the spending of federal funds is a little more flexible. If targeted assistance Title I schools would like to operate within a school wide model, a comprehensive assessment remains to be a requirement under ESSA.

Jaci walked the group through the Chart of the ESSA Consolidated Application Components.

Section 3 of the chart is accountability and school improvement. Jaci explained that many states are looking at chronic absenteeism, but Maine will want to look at it from a more positive angle, possibly using the term “consistent attendance”. Maine DOE will be looking at an array of data elements that will assist individual schools. The weights for each type of assessment will be determined by the state, not the federal government.

Section 4 is supporting excellent educators. Maine has a plan for teacher effectiveness and schools will no longer be held to the previous highly qualified requirements from NCLB. Educator development, advancement will need to be addressed. Maine has already has a fully developed Educator Equity Plan which will be embedded in the consolidated application.

Section 5 is about supporting all students. Jaci talked about the continuum of supports pre-K through grade 12. We are looking at equitable access to a well-rounded education.

There was discussion about the direction of the stakeholder work. There was a question about whether this is the most powerful motivating force for moving school improvement in Maine. There was discussion about all of the motivating factors in the Maine DOE for moving student achievement and school improvement.

### **11:30 AM: Working Lunch – Review of State Samples**

There was discussion about the impression that each group had on the state sample that they reviewed. There was discussion about definitions of what “high performing” definition looks like in Maine. There may be high achieving schools, but can they show growth? How do we look at the unique characteristics in all school in Maine?

Fern Desjardins said that her group appreciated the framework used in North Carolina’s application. She noted that Maine could use a similar framework. There was a question about the 120 days to approve a state plan. Jaci said that she will check on the actual required timeframe.

Group 2 looked at Illinois. There was discussion about how specific Maine’s plan needs to be. Jaci said that some of the states have pulled together a draft that has a number of areas that are open ended and can be added to as the writing goes forward. She said that we need to provide specific criteria for how to define the various levels.

The group that reviewed Delaware found that there was one point of data with too much emphasis on high stakes testing. Delaware used the standards as part of their criteria. The group thought that tracking grade level proficiencies might be difficult. The state focused on the college and career ready work and they

included “context measures” that gave the plan clear context. They thought that the plan was over written, but had a good framework. They started with the definition of a good school and they liked that aspect.

Jaci said that we could set up a call with any state if a sub-group would like to do that. Heather Perry said that she thought that we should include an additional array of data to base our plan on. Betsey Chapman would like to have data about community colleges regarding the number of remedial courses that students are taking to be able to make it in college.

#### **1:00 PM: Looking Ahead for Workgroups and Overview of Where We are Now**

- A. Accountability**
- B. School Improvement**
- C. Consolidated Application**
  - 1. Educator Equity/ Educator Effectiveness**
    - a. Defining an ineffective teacher or build guidelines**
    - b. Monitoring**
    - c. Human capital management**
- D. English Language Learners**
- E. Federal Funding**
- F. Assessment**

Jaci walked the group through the areas above that the DOE is working on and how the advisory group will be asked to assist.

Chuck Lamonte reported on the teacher growth and evaluation pieces of ESSA. There needs to be a state definition of what an “ineffective teacher” looks like. 87% of our schools have submitted the TEPG systems and they have been approved. The ESSA plan needs to honor the plans that schools have presented.

Evaluation system is based on two pillars:

1. Professional performance
2. Student Growth

States are going to be held accountable to be sure that the most “at risk” students are also not be served by ineffective teachers. Chuck said that the ineffective teacher definition must include the two pillars listed above. He shared the research that he found on ineffective teachers.

Jaci said that we can provide a definition or a guide to schools whether they have already defined “ineffective teachers” in their TEPG. The state is going to have to report out on the number of ineffective teachers in the state. The districts have already defined what an ineffective teacher looks like and the Maine DOE will honor that. The steering committee will continue to be part of the process for TEPG in schools.

The law allows that schools can terminate teachers who have two years of being rated as ineffective. There are no federal sanctions for states for dealing with ineffective teachers. There continues to be guidance coming to states on how to manage this piece of the plan.

#### **Timeline Going Forward**

Item	By whom?	By when?
# of remedial classes taken by freshmen		



Stakeholder feedback survey	ESSA team	
Private school clarification	Janette Kirk	Nov. 30?
Attendance data		
Purpose of assessments		
Delaware plan – full version	Chuck Lomonte	Completed at conclusion of meeting
Language 1253/MSSA Resolution		

### Developing workgroups

The group went around the room with Jaci capturing the workgroup request from the advisory group. This will allow for additional stakeholders to be added to areas of need within the three work groups. It was observed that the accountability workgroup had plenty of representation from the advisory group. Jaci will be contacting additional stakeholders for workgroup involvement.

### *Plus /+ - Delta/Δ feedback*

Bob requested feedback from the group regarding the initial advisory group meeting. Feedback should be in the form of an appreciation (*plus* or *+*) makes any subsequent suggestion for change (*delta* or *Δ*)

### What worked? (plus or +)

Anyone who wanted to share could share.  
Looking at examples of other state plans helped.  
The right level of detail...  
Well-planned and organized, the framework is set.  
Working lunch was a good amount of time to work.  
Those who eat quickly enjoyed the lunch.  
Good cross section of people in the group from north to south. Good job reaching out to people.

### What could have been better? (*delta* or *Δ*)

The space was cramped.  
There could have been some more structure in place to be sure that everyone could have a chance to talk.  
More questions leaving than when he came in. Provide more information ahead of time.

### Next Meetings:

- **November 30, 2016 9AM-3PM, Three Specific Topic Workgroups Rooms 500 and 541 of the Cross Office Bldg.**
- **January 2017 Advisory Workgroup**





## **ESSA Advisory Workgroup**

**And additional specific workgroup members**

**November 30, 2016**

**9AM – 3PM**

**Room 202 Cross State Office Building**

**(Joint Education Committee Room)**

**Attendance:** Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, RayPoulin, Heather Blanchard, Robert Kahler, Bob Kautz, Robert Kahler, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson, Betsey Webb, Mary Nadeau, Candace Crane, Terry Wood, Guy Bourrie, Dan Chuhta, Kathy Germani, Victoria Bucklin, Pender makin, Mary Ann Spearin, Lora Travers Moncure, Patrick Phillips, Chris Inforf, Jennifer Stanbro, Casey Beaudoin, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor

**Maine DOE:** Jaci Holmes, Rachelle Tome, Angel Laredo, Bob Hasson, Beth Lorigan, Nancy Mullins, Bob Hasson, Janette Kirk, Chuck Lamonte, Debra Plowman

**Public:** Dan Allen and Lois Kilby-Chesley, MEA, Vicki Wallack, MSSA, Brian Hubbell, Legislative Education Committee, Scott Reynolds and Steve Hamilton, Northeast Comprehensive Center

**9:00-10:00: Full group meeting**

- **Workgroup for LD 1253-Overview of Expectations**
- **Data System Capacity-Charlotte Ellis**
- **Remedial course data in Post-secondary**

Jaci also welcomed the group and explained how the day will look. She remarked on the final ESSA regulations which came out last week. She reviewed the six key areas of ESSA requirements. Maine will not be addressing additional innovative area, keeping the focus on our six key areas at this time. She discussed the timeline for Maine's application and the work expected from the three workgroups. There will be a peer review process in Washington, DC in January 2017 which Maine will utilize. The workgroups will be providing ongoing review of Maine's components for each key area.

There can be up to seven years now for the graduation cohorts. Post-secondary completion will be an important topic to consider. ESSA has changed the summative assessment requirements from one specific assessment to a variety of, or multiple elements in the assessment. The data elements could be part of a data dashboard. The first year of ESSA implementation will be 2017-18. Flexibility has been provided to the states in these regulations. Reporting of determinations will start in 2018-19.

Jaci reviewed the variety of data that Maine will have to report on, many of which are similar to the NCLB Report Cards on both the State Educational Agency (SEA) and school administrative unit (SAU) level. The Maine DOE is trying to provide a number and variety of public forums to get information about the ESSA out to the people of Maine.



Jaci walked through the components of LD 1253 which required a task force. The ESSA Advisory Workgroup will meet the requirement of both LD 1253 and ESSA requirements. There are some elements of LD 1253 that go beyond the ESSA statutory required elements. The workgroups will need to be thoughtful in the consideration of the elements that go beyond ESSA at this time.

Heather Perry talked about the work MSSA is doing to define college and Career readiness. She shared a cross walk that connects elements in ESSA, in LD453 and PBL. She said that LD 123 looks to proficiency in all eight content areas. Redefining “ready” is defined in the crosswalk. She said that you could use this type of system as a “growth” system. Student need to demonstrate a 2.8 in a 4.0 grade scale. They are working to define multiple measures that should be included. They are considering graduation requirements based on meeting standards. LD 1253 looks at data from attendance and that from a variety of diverse subgroups of students. The guiding principles are part of the definition of “ready”. MSSA is continuing to work on “Redefining ready” in Maine.

Charlotte Ellis provided the group with a list of data that is collected by the Maine DOE. This year we will be collecting attendance data at the student level (not just the school). The DOE has truancy data, ELL, race, ethnicity, migrant status, foster care status, military, homeless, 504 and special education data at the student level. We do not presently have homeschool data. They are starting to collect more information about CTE students. We collect some post-secondary education data that comes from the National Clearinghouse.

Restraint and seclusion, bomb threat data are at the school level. Other data is collected at the school level. Assessment data is collected at the student level. Candace Crane asked about how the state will use the data that we are able to collect. Jaci explained that the accountability will consider this today.

Charlotte said that there is data that we haven’t collected and we will need to determine what we need to consider for the future and how these fit with the states long term goals. There are a number of elements required by the CRDC. She shared the new requirements from ESSA on what data needs to be collected. Jaci said that we will be working with people from other states on how to do The fiscal reporting by school building.

Amy Johnson spoke about the remedial data that we have on this topic. She said that there is some data. The remedial rates for students right out of high school is 28% overall; in 12% for English and 24% for Math. The totals are higher in the community colleges than in the universities. There are differences in what these courses are, but the similar factor is that they do not get credit for the course. To determine the needs for remedial courses, SAT scores are often used as the pre-screen for the need of remedial courses. Some of the community colleges use Accuplacer exams.

Jaci gave each workgroup some direction on what they are tasked with doing during their work time. The application will be written in one voice, with common threads running through it.

**10:00-12:00: Specific Workgroups Convened**

- **School Supports-Room 202**
- **School Review Accountability-Room 541**
- **Consolidated Application-Room 500**

Workgroup report outs:

Accountability:

Heather Perry reported that her groups looked at previous accountability systems and considered systems that other states were looking at. They brainstormed about what the indicators Small groups will meet to look at the indicators and how they might fit into the new Maine plan. They did feel that indicators should connect with the school improvement work. They talked about the extra option and they want to consider redefining “ready”, which MSSA is working on. Teacher and leader retention rate is another

“Keep it Simple” is the theme!

School support group:

Candace Crane reported out on school improvement in the three tiers. They talked about what Tier One should look like in a proactive model. They talked about professional development at Tier two and three. They talked about online and regional professional development.

Janette said that they concluded that district approach is requires central office support. They talked about how to manage school support and how regional supports might look. As a collective group, they see regional support makes sense for reaching schools and districts. She talked about using the dashboard to provide tier one support.

Consolidated application:

Growth and a learned centered child approach. They want to look at all aspects of child development including the social and emotional growth. They would like to see emphasis on the Maine Guiding Principles. Could we use federal funds to improve salaries? Can we use train the trainer models? Could we use teacher education camps? They were considering multiple options for provision of professional development. What combination of activities would be accommodate our needs?

There was discussion on recruitment and retention of teachers/leaders throughout the state especially in those isolated areas in the state. There was discussion about mentors for teacher on things like classroom management, confidence building. .

They discussed what local applications may look like.

Jaci said that we will need to schedule two meetings in January before they go to the application review meeting, if possible. We will send out possible dates in the next several days.

Jaci said that we could send out a survey to get some more feedback from the field.

#### **Next Meetings**

- **January 11 and 31,2017 ESSA Advisory Workgroups**





**ESSA Advisory Workgroup  
Notes  
January 11, 2017**

**Attendance:** Heather Perry, Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor, Gail Cressey, Ande Smith, Deb Levesque

**Maine DOE:** Jaci Holmes, Rachelle Tome, Angel Laredo, Bob Hasson, Janette Kirk, Chuck Lomonte,

**Public;** Vicky Wollock, MSMA

**9-10 AM**

**Whole Group Overview**

- **New Federal Administration Transition Implications**
    - Federal ESSA Accountability regulations may be rescinded by the new Administration. They are on a list for consideration
    - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
    - Newest Guidance on the Application received 1/6/2017 has regulatory provisions which may not stay in place.
    - Maine staff have begun inputting known pieces into the Consolidated Application in areas on Collaboration and Coordination with Stakeholders and Educator Equity Plan approved by the US DOE two years ago.
  - **New ESSA Clarification**
    - Use of ESSA funds for non-Title I students in schools identified for comprehensive and targeted supports particularly in middle and high school
    - Will allow us to look at serving ALL students in identified schools
    - Seeking clarification from USED for supporting ALL schools as a pro-active measure in 2017/18
    - Regional implications by consortiums of SAUs
  - **LD 1253**
    - As we look at ESSA implementation will look at elements that will be considered in an ongoing fashion.
- Data**
- Charlotte reviewed some of the demographic changes over the last 10-11 years

- As we look at ESSA indicators we will need to look at what data elements we have available on the State level, when making our decisions.

## 2:15 PM      **Wrap Up and Report Outs**

### **Accountability Workgroup**

#### Goals for Today

- Identify priorities for accountability review system
- Propose weights for key elements
- Identify and prioritize specific measures
- Consider implications on different structures
- Transition to 2017-2018
- Long- and short-term goals

#### Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

#### Superintendents’ Recommendation of an Accountability

- Why is academic achievement 30% and growth 15%? High achieving districts are harder to grow and we captured schools we shouldn’t have under previous the previous approach.
- Stakeholder survey said growth is more desired; caution about use of survey from “lay people”
- Maybe missing one factor (or getting low scores in one factor) gets you knocked down a little, missing more could knock you down more
- Caution in dismissing lay persons’ input; this draft was built by a few bright people; goal is stakeholder input to be reflected

#### Other Discussion

- If 95% participation is not achieved, it could be minimized in the point structure, it could also require a specific plan on the part of districts to improve participation. Can we distinguish when it is chronic versus episodic? Could we build in accountability on the test producers to advertise and message their product? (Could build it into their contract)
- Maine DOE is working with psychometricians January 17<sup>th</sup> and will provide insight at the January 31<sup>st</sup> meeting to the workgroup.
- In terms of data available, the State has SAT scores. We also have chronic absenteeism.
- 2017-2018 Is the year data is generated so schools are identified before going into the 2018-2019 school year.
- Has the Hope Survey been discussed as a measure? It is something we would have to add.



- Some say “Regular attendance” is not missing more than 10 days, where chronic absenteeism is where 18 days (about 10%) or more are missed.
- Resources for addressing chronic absenteeism would be helpful. A strategy “Count Me In” at use was shared and could be helpful. United Way and Boys and Girls Clubs have also helped.
- Maine is exploring the use of data dashboards to help monitor student learning.
- Attendance versus truancy is what will be reported. Whether absences are due to medical, academic, personal, truant, or other reasons, attendance means being present during instructional time. This might be a factor in the accountability model.
- A sample breakdown of measures was shared from Michigan. They redistribute percentages if a category is not reportable. It was stated only three options could be used if it’s missing: Giving that measure a zero, giving that measure all possible points, or dropping that measure and averaging. Michigan’s approach is not uncommon.
- A super-subgroup may help get more accurate measures...it helped in the past with very small schools.
- On the high school front sample, State collects SAT (reading and math), science, graduation rates, and ELL results.

#### Confirming Consensus on Measures

- Academic Achievement
  - 3-8: ELA and Math (is it based on proficiency rates, average scale score, etc.)
  - HS: ELA and Math
- Academic Progress
  - 3-8: ELA and Math
  - HS: No
- Graduation Rate
  - HS: Combined 4-year, 5-year, 6-year rates (remember PBD)
- Other Academic Indicator
  - 3-8: Chronic Absenteeism? (10% of enrolled days)
  - HS: No
- Progress in Achieving EL Proficiency
  - 3-8: Yes
  - HS: Yes
- Non-Academic Indicator
  - 3-8: Chronic Absenteeism? (10% of enrolled days)
  - HS: CCR Iterative (33 states are pushing for CCR, how are they not getting a double-whammy)

#### Discussing Weights

- This was postponed until greater consensus/confirmation could be provided on the measures themselves.

#### **School Supports**

Comments at start of session...

- Keep identification of new schools ‘positive’ or at least not negative

- Keep language of system simple... (parent on school committee) can't understand what is expected... but things like 'Academic Language' are not understood by non-educators
- Keep system of supports and what schools are expected to do reasonable and not 'overwhelming' which can be the case especially for rural districts with limited resources.
- We have a diverse group but not an 'expert' group.. for example no Elementary principals in the group right now.... (Bob Kahler is an Elementary Principal and was unable to attend and sent his apologies)
- Need to keep it simple and at a level that others understand....
- One member reminded the group "that we are Advisory only..... And that the SEA needs to put in a good plan for Maine in place that meets the requirements of the law... and we also need to target the 'right' schools.... We don't want to target already high performing schools that can't show much gain..."

Then full group split up into two smaller groups, to discuss and develop a theory of action... One focused on Progress Monitoring and the other on Leadership Supports.

Janette has copies of the notes and developed Theory of ACTION (ToA) for the Progress Monitoring and Leadership Support Groups.

The Professional Development ToA was completed by whole group and follows....

### **Brainstormed List of PD ToA (As a whole group).**

#### **SEA Provides....**

- 1) Professional development resources (guidance, etc)
- 2) Peer to peer (like me) regionalized supports/resources
- 3) Increased partnerships and collaboration between prof. organizations/ agencies and institutes of higher Ed.
- 4) Innovative strategies and opportunities (common workshop days) from outside PD providers e.g. AIR, ASED, etc.

#### **Districts Learn to:**

- 1) Understand, support and value and the value of PD engagements...
- 2) Provide focused, "needs, and evidenced" based PD relevant to district/school improvement
- 3) Implement PD that is economical and efficient (best bang for the buck).



**Which Leads to:**

- 1) Meaningful education & training that addresses real issues/challenges
- 2) Fully engaged teachers & Admin. With necessary tools -> academic progress
- 3) Confident and competent teachers (content) able to effectively communicate (who are competent in their content and practice)
- 4) Improved professional practice (role educator plays within system)
- 5) Increased repertoire of educator skills

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**What was worked on today.....**

Three key areas of supports.... Developed Theory of Actions (ToA)

Progress Monitoring

Leadership Supports and

Professional Development

And then breakout groups aligned Tiered Supports brainstormed on the earlier (1<sup>st</sup>) session to the various areas and ToAs.

At the end, the group found areas (whole child and more detail for leadership) where further discussion potentially at the next meeting was suggested.

Three agenda items for the 31<sup>st</sup>..

- 1) Whole child – systems needed, what does it mean
- 2) Leadership – more detail
- 3) Revisit District School Considerations

**Consolidated Workgroup**

Goal for today is to reach some consensus on items under our purview so that Jaci can have a working draft so that it can be provided to the commissioner this weekend.

1. Review and final consideration of the Guidance on Determining "Ineffective Educator" for the State of Maine

ESSA requires that we define or establish guidelines for defining an "ineffective educator" and to monitor and report an aggregate number of ineffective educators as to the USDOE as required by ESSA.

The review of the guidelines were completed and consensus was reached that the following definition of an ineffective teacher is acceptable:

*Ineffective Teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:*

- *a limited or inconsistent repertoire of effectively demonstrating strategies in professional practice model.*
- ***Change: a limited understanding of student development***
- *A limited ability to collaborate with peers and community appropriately.*
- *An inconsistent or low positive impact on student learning and growth.*

*Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.*

Jaci made the suggestion to supply examples of ineffective teachers:

Team suggested that DOE look at some additional data points as part of the ineffective teachers and that this be done as part of monitoring. Sampling of SAUs was suggested by members.

This definition allows for flexibility but also will guide the SAU to use different data points.

2. Consolidated Application Status - Jaci reviewed the Application as it stood by LCD projection for the Workgroup to visually review.
3. If there are changes (data requirements) in the application that is approved by US DOE MEDOE should reflect when those changes are applicable.
4. The Workgroup reviewed the Chapter 125 Comprehensive educational plan components required to be completed by SAUs on a regular basis as compared to the ESSA LEA application components. They were decidedly similar with the ESSA components a bit more detailed. Members recognize that the new ESSA application is not a new lift. Consideration was raised to use the Dirigo Star electronic platform that 79 SAUs are utilizing for school improvement.

**Next Meeting January 31, 2017 – Similar Format for the Day 9-3PM**





**ESSA Advisory Workgroup  
Notes  
January 31, 2017**

**Attendance:** Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Phillip Potenziano, Deb Taylor, Gail Cressey, Ande Smith, Candace Crane, Jodi McGuire, Kathy Germani, Bob Kahler

**Maine DOE:** Jaci Holmes, Rachelle Tome, Janette Kirk, Chuck Lomonte, Sherry Wyman

**Public;** Vicky Wollock, MSMA; Heidi McGinley, MCLA; Mike Roy, Asst Superintendent, SAD 6

**9-10:45 AM      Whole Group Overview**

- **New Federal Administration Transition Implications**
  - Federal ESSA regulations have been frozen
  - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
- **Strategic Plan Intersections with ESSA** – Walked through the Powerpoint

- **Feedback on the Plan from the Peer Reviewers**

Chris Minnich Opening remarks:

- Patience
- Leadership from the states – Push the envelope
- Opportunity to get services to children – Share what you will do to help our schools get better
- Think “Excellence and Opportunities for Equity”

**Strengths of our draft plan**

Competency based component  
Honoring the Maine Strategic Plan  
Comprehensive concept  
Personalized learning  
Preamble – personalization – as you refine look at ways to incorporate in the remainder of the State plan  
Students, all schools, comprehensive system – building a bond, message was good  
Educator effectiveness and Teacher Incentive Fund work  
Intersection with equity work



### Things to think about adding:

Share learnings from intensive work- move to across schools

Priority areas – things that worked, such as human capital management and leadership which can be built up, scaled up

Consider indicators for accountability and some for improvement

Consider expansion to next generation of CTE

- **Vision** – Consolidated application Section 1 requires us to develop long range goals and interim progress measures. Critical Friends suggested that we look at Maine data and trends and then back map the interim progress measures
- **Portraits of our Graduates** – South Carolina and Virginia have developed these. We might want to consider framing some for Maine.
- **Accountability – “Measure What You Treasure”**  
Critical Friend Feedback
  - Indicators should be easily understood, be for improvement and for systemic change
  - Intent of indicators for identification, should be research based, make sure it is not corruptible
  - Other data elements can be for intervention determination
  - Redefining ready, if it is used could build up to, State needs to define its components, take two years to do so. Be careful if the only high school data point on state level is the SAT which is already used in the academic indicator, you should not have an item that has two weights
  - Be mindful of what do we want to evaluate.
    - What is good to know about a school/district?
    - What learning environments do we want to encourage/schools creating?
    - How are we evaluating our effort?
  - In thinking about new accountability elements:
    - Must be statewide
    - Must be researched based
    - Can't be manipulated
- **School Supports**  
Critical Friends Feedback
  - Method for exiting during the 2017-2018 school year –
    - Development of transitional exit criteria as opposed to the original waiver exit criteria
  - Examine the critical elements in turnaround.

- Share effective improvement practices – Innovative Summits which showcases effective practices and builds other educators as supports
- Tiered support model was considered a great model in Maine’s plan
  - Consider funds to focus on what tiers
  - What does it mean to be TSI or CSI if not receiving funds & how does that impact the identification
    - Clear process to resources and a single framework used for all schools
    - Title I requirements utilized as evidence.
    - Needs based cohorts of schools/districts
    - Differentiated way of allocating funds.
- Allows evidence of populations as to how they moved
- Ohio has three tiers and is concerned that tier 2 Targeted will have 50-80% in that category
- Consider naming all three tiers with “Supports”
- A “Continuous Improvement” model – all schools engaged in continuous improvement and sets the expectation that all schools are aiming to improve
- **Consolidated Application**
  - Continue to write based on the ESSA statute
  - Still targeting April 1,2, 2017 submission
  - Will review the completed draft on February 15, 2017 with ESSA Advisory and will send to other specific workgroups simultaneously
  - Plan to post on or around February 26, 27 for 30 days of public comment. Internal ESSA Team will review the comments on a weekly basis and edit the plan accordingly.
  - The intent is to write a proactive plan articulating the relationship of Maine’s Strategic Plan, Maine’s existing statutory provisions that the ESSA components of the plan will allow enhancements
  - To our work as Maine moves forward. In essence we will show the integrations of these factors.

**2:15 PM**

## **Wrap Up and Report Outs**

### **Accountability Workgroup**

#### Goals for Today

- Ed Committee: February 9<sup>th</sup> 3:00PM



- Recommend elements for accountability review (K-2, 3-8, HS, FAY, SWD/EL, 2 years former high needs group)
- Propose weights for elements
- Propose measure for summative review (points?)
- Propose communication of whole school performance
- Propose communication of student group performance
- Discuss/recommend long- and short-term goals

#### Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

#### School Quality Requirements

- Allows for meaningful differentiation in school performance
- Must be valid and reliable
- Same indicator(s) must be used within each grade span
- Must be comparable and applicable statewide
- Must be measured and reported annually for all and disaggregated by student groups

#### Reactions to Other States’ Approaches for Accountability

- Saw value in Delaware’s middle section (pink in color) though it would be tough to measure
- Adding more measures could add complications with commitments
- A number of states are separating achievement from growth, often weighting achievement higher—maybe not the best idea
- Tennessee has a K-3 literacy goal, which could be one of Maine’s additional indicators
- A challenge exists in making decisions/direction without data; we could focus the plan more on the second phase of implementation
- Keep it simple—just go with the absolute minimum
- The [accountability] formula is the most important part of making determinations
- Create a formula where resources match identified level of support
- Connect LD 1253

#### Suggested Accountability Indicators and Weightings

- Proposal One
  - 3-8
    - Achievement/Proficiency 42%

- Growth (based on cohort) 38%
    - EL 10%
    - Non-Academic (chronic absenteeism for now) 10%
  - 9-12
    - Achievement/Proficiency 40%
    - Graduation Rate 40%
    - EL 10%
    - Non-Academic 10%
  - Other Thoughts
    - If EL was not present for a school, the 10% would be split equally, with 5% going to growth and 5% to proficiency
    - 9-12 Non-Academic generality presumes that we can't do a CCR measure yet

- Proposal Two

- K-8
    - Achievement: ELA and Math 30%
    - Growth: ELA and Math Cohort (Student A to Student A) 40%
    - Graduation Rate: n/a
    - Non-Academic Student Success: Science 3, 5, 8 20%
    - EL: 10%
  - 9-12
    - ELA and Math 30%
    - PSAT ELA and Math 9<sup>th</sup> 30%
    - Graduation Rate: 4-, 5-, and 6-year cohorts 10%
    - Non-Academic Student Success: CCR-SAT, AP, IB, CTE, ASUAB, Accuplacer, Dual Enrollment 20%
    - EL: 10%
  - Other Thoughts
    - The growth and proficiency blend approach (where a balance is for high achieving districts to have more emphasis on proficiency, and a low achieving districts to have more emphasis on growth) would count for the progress measure...sample weightings follow

	<b>Achievement</b>	<b>Growth</b>
<i>High</i>	75%	25%
<i>Meeting</i>	55%	45%
<i>Partial</i>	45%	55%
<i>Low</i>	25%	75%

- Proposal Three

- K-8 (weightings undecided)
    - Achievement (growth and status weighted system)
    - Proficiency by Grade 3
    - EL



- Attendance
  - 9-12
    - SAT 30%
    - HS Graduation Rate 5%
    - CCR-TBA 40% (Attendance for the first round)
  - Other Thoughts
    - The group shares the idea of using the balance from Proposal Two for proficiency and growth)
    - Would advocate for a much lesser weighting than 70-80% be attributed for student achievement and proficiency
- Further Discussion
  - For K-2, a measure will be needed; it may be that back-mapping Grade 3 learning would be used.
  - Deciding on summative designations/labels
    - Meeting expectations, not meeting expectations, etc. might work as terms
    - Superintendents' suggestion: Exceeding expectations, meeting expectations, progressing towards expectations, requires assistance
    - State expectations are more broad than just the indicators in accountability/review; this should be kept in mind to prevent mis-messaging
  - Deciding on consistently low performing subgroups
    - Perhaps compare them to the State average of that group or the whole
    - A preference was expressed for avoiding the term subgroup
  - N-Size discussion: percent proficient or average scale scores. A preference was expressed for using average scale scores. It helps with the N=10 and with the students on the bubble. Further discussion was planned on this topic.

#### Thoughts/Parking Lot - Revisited

- Explore 95% participation options, ramifications, etc. *Any district that has either a whole school or student group that is below 95%, we ask the plan. If it's below 75% that raised concerns. (This plan development is in lieu of working into the formula)*
- Explore implications of accountability frameworks for different types of schools *School-wide support seems like a way to address this. A challenge is finding a way to differentiate schools without identifying a majority of schools*
- Use growth for ELA and Math *This is a trend across plans*
- Consider looking at student subgroups as another indicator of growth *We must be looking at student subgroups. The idea was looking at Tier 2 students.*
- Which subgroups are required to be reported under ESSA?
- Consider emphasis on schools/students at-risk *Running analyses based on various models will help with this.*
- Graduation rate could be used at high school without an academic progress measure *Lots of states are not reporting progress for high schools.*
- What will DOE report related to chronic absenteeism?



- Will academic achievement be reported by proficiency levels, average scale score, etc.? Proficiency levels are recommended to use as they are better understood by the public.
- Consider extend waiting period beyond one year to test ELs Maine DOE is looking at this a bit more closely. Initial looks suggest going two years.
- Consider testing ELs in native language This is a requirement that we are working on. We may ask for a waiver. Somali came up as the highest. Is it reasonable and effective to do this? This assumes students come to school with educational experience in their home language. Gathering information from the communities could help frame a waiver. Maine set at least 3% as the threshold and Somali is even under that.
- Consider writing until a threshold on ACCESS (e.g., level 3) No positive feedback about waiting; continues to be a part of the national conversation
- Check how other states are using SAT and CCR scores without a “double whammy” Peers felt it would be a “double whammy” without another measure.
- How many states use SAT scores in accountability system More and more are. Michigan is an example like Maine that used a college exam in the past. Jury seems to be out whether ACT is aligned to Maine’s College and Career Readiness Standards.
- Check to see about having different weightings for different accountability structures Connecticut had different point values. Each component results in a number of points which varies based on school type (ES, MS, HS, etc.)
- A sentiment was expressed for the minimizing of state testing metrics and maximizing of other academic/non-academic metrics
- Mobility data? Mobile kids
- Talking about combining funds among/between districts/schools, we can monitor mobile kids who go among a particular circuit of schools, to pool resources to reach these kids? (For example, kids who loop around Lewiston/Auburn/Poland/Oxford Hills—those kids can be identified as being “in that circuit” and flagged for combined support.)

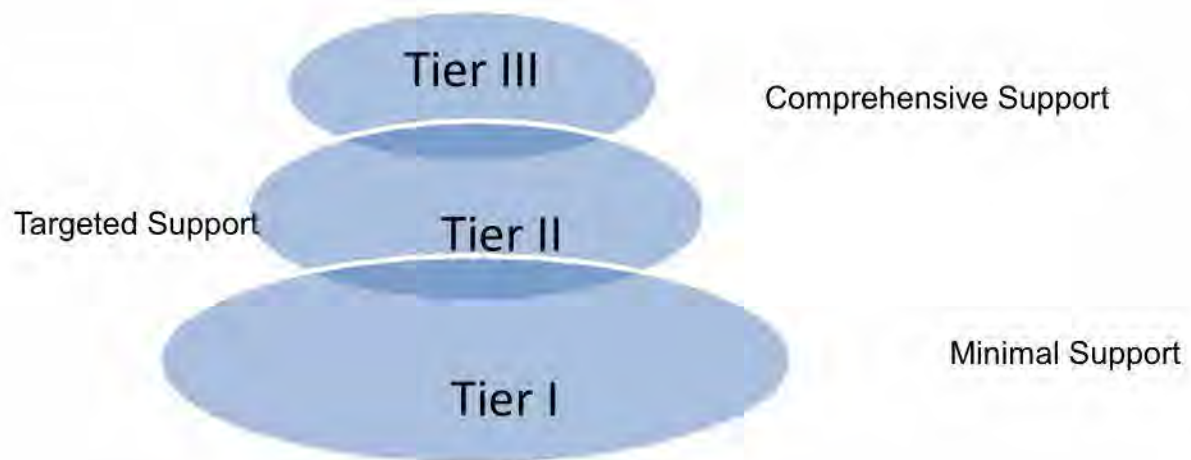
### School Supports

The School Support group agenda and goals were reviewed for the day along with highlights from previous session.

### Goals for the day

To have a tentative framework for the support of identified schools to include: differentiated professional and regional support to meet the unique needs of schools experiencing challenges.

An overview of current practice was provided along with graphic model



---

#### Questions for consideration

- What are unintended consequences when funding ends and Coaches can no longer be provided?
- What funding can best help initiate positive change that can continue as funds disappear or reduce after 1-3 years?
- Should being provided school supports at various levels be optional or mandated for consistently underperforming schools or sub groups (targeted supports)?
- If a school feels they are already on track and do not need the money or additional supports, should supports and funding be flexible and possibly shifted to others more in need?
- Can schools become dependent on funding and does this inadvertently become a challenge regarding the sustainability of the work.

---

At this point the large group broke up into two discussion groups, School and District Supports and Regional and State Supports. Both groups fleshed out possible supports at each of the intervention and support levels understanding that some supports may be provided at more than one level of tiered/differentiated support.

---

Some notes from School and District discussion group.



Discussion around **exit criteria and support** included.....

One possibility was to require the use or continued use of Dirigo Star or a like tool after being identified...

The group suggested that... “once TARGETS are met then that should be an element of exit criteria

The group pondered, “Should some supports be mandated and others a choice?”

Some members of the group felt that it might be best not ‘mandate’ but rather provide options and stay with a MENU of options.

Group started by looking at **Tier 1** supports reviewing the original brainstormed list from the first School Support group meeting.

- Menu of available supports (for all Tiers)
- Collective Resource Bank (Standards Based Report Cards, etc.)
- Technology provided PD (On-line, asynchronous, etc)
- Can Dirigo Star be modified to be used as self-assessment tool... or are there other tools that would support self-assessment processes
- Availability and training for Dirigo Star
- Need to focus on Curriculum and Instructional supports
- Data or Data Use training...

The group thought that Tier 1 supports might be accessed more remotely, on-line, and be more broad based and less costly in the delivery model to be able to meet the largest group.

Additional Tiers might be more intensive where more supports are needed. Regional support might also be ‘virtual’ in addition to the traditional face-to-face model.

## **Tier 2 - Building on the Tier 1 foundation**

- Administrative Assistance in utilizing funds and identifying priority supports
- Creation of Leadership teams focused on school improvement efforts with supportive PD (building and/or district) (Optional?)
- Some District support is critical (in house or guided by state supports)
- Beginning supports of direct coaching.... (Single identified coach with district? But also have the ability to match coaching expertise to specific needs as they arise.... HS issues versus K-2 expertise for example)
- All of the Tier 1 plus.... Expanded ‘menu’ of Tier 2 more intensive listed supports
- For these schools, possibility to pick a number of elements from Tier 2 list beyond Tier 1
- Move training of local coaches which is in Tier 3 to tier 2.

“we liked everything on here...” comment from one of this breakout participants.

### **Tier 3 - Building on Tiers 1 & 2**

- Flexibility of state supports (coaches can spend more or less time dependent on need).
- Increased collaborative relationship between school/district and state
- The group seemed to agree with other items in the Tier 3 brainstormed list.

---

### **Other thoughts**

#### School and District group

Idea of a menu of options to best meet the schools need is "liked"

Agreed with the list of items listed in earlier meeting

Wanted choices to match school needs

Digital or online professional development

And state supports

#### Tier 2

Leadership team as an option rather than requirement (this based on the feeling that some schools simply cannot provide a viable leadership team due to small school size or lack of qualified or interested staff.

More on-site PD (embedded) and light coaching rather than just on-line

#### Tier 3

Increase in direct coaching

---

#### State and Regional Group Report Out

Lots of constructive conversation before lunch

Hard time making 'concrete' suggestions

Mandatory –Dirigo star for Tiers 2 and 3 (optional at Tier 1)

#### **At regional level**

PD, Things in Dirigo star that might help to drive the PD

Summer institutes - Job embedded PD

Train the trainers

Data supports

State support – Dirigo star(available and optional)



## Tier 2

Transformation Leadership networks...

Awareness of programs that exist.... (e.g. - instructional practices)

## Tier 3

Resource availability

Resource bank

Curriculum

Instructional support

---

After reporting out the whole group focused on...

### **How could schools exit the identifications of**

1. Targeted Support
2. Comprehensive Support?

Remember:

1. Must be consistent data over time
2. What other measures or mechanisms could inform a schools progress?

Part of the discussion focused on wanting to be able to watch a cohort of students over time....  
2<sup>nd</sup> – 3<sup>rd</sup> – 4<sup>th</sup> – 5<sup>th</sup> rather than 3<sup>rd</sup>, 3<sup>rd</sup>, 3<sup>rd</sup>

### **Some suggested elements relative to 'exiting'...**

Require the development of a Sustainability Plan

Include an Assessment piece (could be state or local... multiple measures and growth)

Use of possible 'Portfolio' of Success and Growth

Plan should show evidence of sustainability (e.g. funds in school or district budget to support continued PD, PLC efforts, etc.)

Still to be resolved... (is this for the accountability group?)

What would be an acceptable amount of growth?

Could growth be defined jointly by a school and Coach?

Is there a path that does not require growth from a state assessment?

Possible use of Action plan with local evidence of performance data, e.g. -NWEA

What about working out a plan with the coach.... Outline an improvement plan with the coach and then demonstrate at the end of the year the plan elements or outcomes have been met.

Comment from one group member: There needs to be some measure of accelerated growth to close gaps..... a way to outpace average growth.



What evidence can be asked for..... Growth criteria....

Should it be required that there is continued use of Dirigo star after exit?

Whatever caused schools to be identified... needs to be addressed...

Exit must have sustainability plan in place...

Sustainability plan should include multiple measures that can inform continued progress and the school's plan has to be designed to support continued growth.

**Some examples of elements that might represent or show evidence supporting an exit plan that demonstrates positive sustainability**

School or district budget that shows hiring of an instructional coach

Other budget items that show continued support for identified improvement efforts

When state data does not, or is not able to show growth, consider Local assessment data that shows growth and student progress

If internal data is showing growth, than this is option as an additional measure... (Goal of state wanting to see that the school is using data to inform practice)

Continued Non-negotiable state support through continued review of applications.....

**Consolidated Workgroup**

Consolidated Application Group reviewed the minutes from the last meeting and there were no additions.

**Feedback from peer reviewers:**

-Appreciated specific strategies for rural schools.

-Consider a mobility survey which may provide data on teacher movement. Members thought consideration could be given to this as a data indicator on the dashboard.

-Potential to discuss with Holly C. from MPA regarding the development of a teacher mobility.

\*(Kentucky may have a mobility survey that was used).

-Kentucky has a student engagement survey that they use it is called Elliot. Members would like to review the document.

-Data (Student Mobility & Staff Mobility)

- Consider which teachers to target for section 5. You could consider supporting public preschool to 3rd grade. Members felt this did not need to be considered at this time.

-Effectiveness ratings are part of the reporting mechanism.

-Using Title II teacher leadership academies. Members felt instructional coaching and instructional leadership should both be considered for Leadership professional development.

Members also liked the concept of the Innovative Summits, which is similar to some of the Ed camps that have been done in Maine.

Question - What is in NEO to determine what positions (Instructional Coaches) – Workgroup would like to see what the breakouts are for the positions that are listed in the NEO system.

Picking up on the Profiles concept articulated in the whole group session, discussion about how to make a profile of a Maine Graduate. Members suggested the Guiding Principles could very well be the profile of a Maine High School Graduate

(How do we measure these?) How are these measured?

Future Ready was also discussed (SEE FUTURE READY) Perhaps the two could be collapsed, integrated.

Workgroup reviewed the draft State Plan by section and provided some areas to refine.

**Next Meeting of the ESSA Advisory February 15, 2017 – Room 500**

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## Cover Page

### Contact Information and Signatures

**SEA Contact (Name and Position)**

Janette Kirk, ESEA Director

**Telephone**

207-624-6707

**Mailing Address:**

State House Station 23, Augusta, Maine 04333-0023

**Email Address:**

Janette.kirk@maine.gov

By signing this document, I assure that:  
To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

**Authorized SEA Representative (Printed Name)**

Robert G. Hasson Jr, Ed.D, Commissioner

**Telephone:**

207-624-6620

**Signature of Authorized SEA Representative**

(b)(6)

**Date:** March 31, 2017

**Governor (Printed Name)**

(b)(6)

**Date SEA provided plan to the Governor under SEA section 8541:**  
March 31, 2017

**Signature of Governor (If Applicable)**

(b)(6)

**Date:**

4-18-17

The SEA, through its authorized representative, agrees to the enclosed assurances.



# Strategic Plan Framework

*Building an education system from the learner out*

## Effective, Learner-Centered Instruction

- Rigorous standards and aligned curricula
- Learner-centered instructional practices
- Assessment systems that provide timely, accurate data on achievement and growth
- Information systems that track learner growth over time

## Great Teachers and Leaders

- Standards for teacher and leader effectiveness
- Initial preparation and professional development programs that are rigorous, relevant, and data driven
- Next-generation evaluation systems for teachers and leaders
- Communities of practice designed to foster continuous improvement

## Multiple Pathways for Learner Achievement

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- "Anytime, anywhere" learning

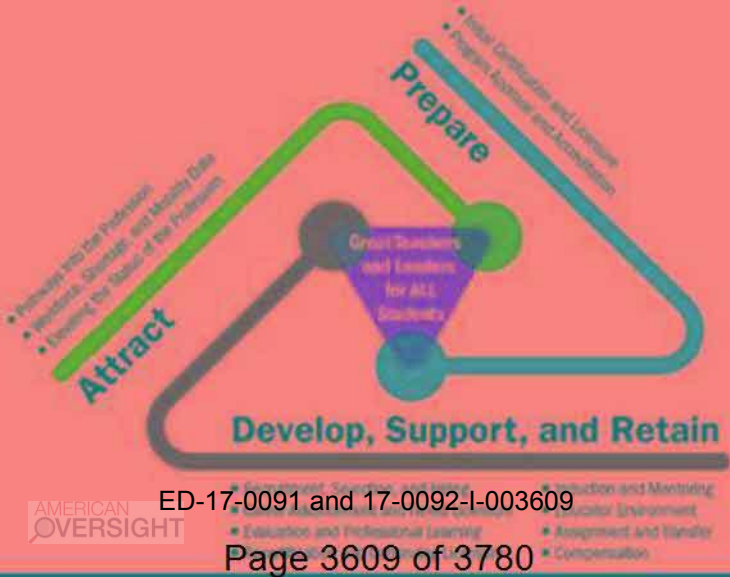
## Comprehensive School and Community Supports

- Effective and efficient services for learners with special needs
- Coordinated health and wellness programs
- A commitment to community and family engagement
- Career and workforce partnerships

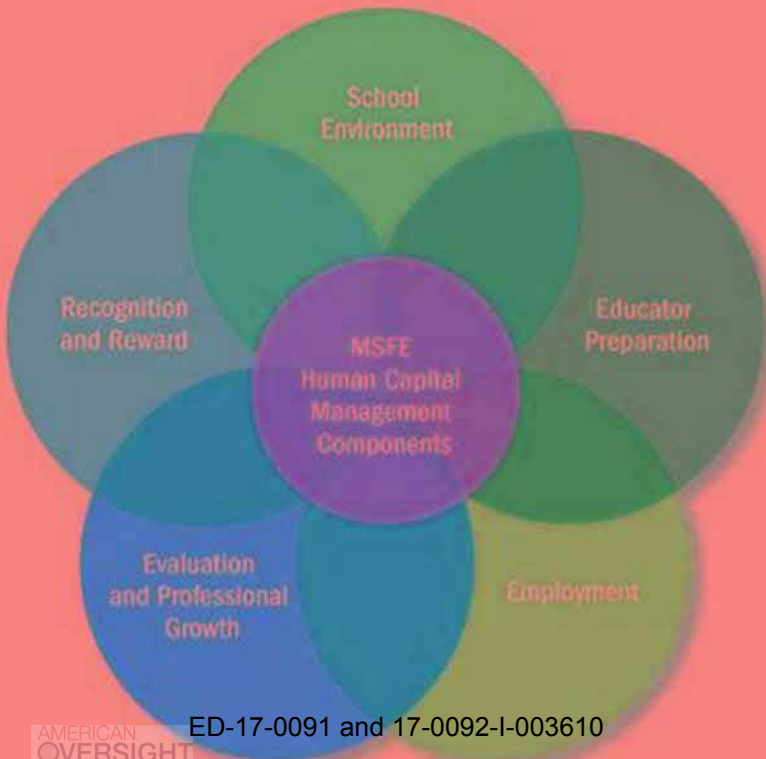
## Coordinated and Effective State Support

- Seamless integration of educational programs from early childhood into adulthood
- Adequate and equitable state resources for Maine's schools
- Comprehensive integration of technology
- A robust and transparent accountability and improvement system





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## Maine Migrant Education Program - Priority for Services: Eligibility Checklist

Regular School Year, 2016-2017

### Priority for Services: Eligibility Checklist

The federal definition of Priority for Service (PFS) for all migrant education programs is: ESEA/NCLB Sect. 1304(d). **PRIORITY FOR SERVICES-** In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Services: Eligibility Checklist aims to help Maine MEP staff recommend migrant students for PFS designation. A student with a PFS tag should receive migrant services before non-PFS students. A student with a PFS designation is considered PFS until s/he becomes proficient in the struggling subject.

#### Student Information

<b>Student Name</b>		<b>MIS2000#</b>		<b>Address</b>	
<b>School</b>		<b>Grade</b>		<b>Tutor</b>	

#### Part One: Educational Interruption

Check one (required)	Qualifying Interruptions: moves during the regular school year (August 15 – June 15) within the <u>past 12 months</u>	Date of Move
	Approved COE with Qualifying Arrival Date (QAD) during RSY	
	Non-qualifying move during the regular school year as a result of the migrant lifestyle (e.g. returning home after a harvest)	

#### Part Two: Risk Factors for Failing or At-risk of Failing State's Academic Content

Check all that apply (two or more required)	Risk Factors—Assessments/grades must be from previous 12 months	Explanation/Grades
	English Language Learner Status (ELL) as determined by the ACCESS test score	
	Failed to score proficient or above/meet state standards on ME Educational Assessment (MEA)	
	Failed to score proficient or above/meet state standards on ME High School Assessment (MHSA)	
	Failed to score proficient or above/meet state standards on SAT (used for all Maine 11 <sup>th</sup> graders in 13-14 school year)	
	Failed to score proficient or above on State Assessments outside of ME	
	Qualifies for Special Education Services. Date of IEP _____	
	Receipt of a D or F in a math, language arts, sciences, or social studies course at middle school or high school levels	
	Receipt of below average grades at elementary school level	
	Eligible or enrolled in preschool with a documented or suspected developmental delay	
	Multiple moves during the same school year	
	Is behind in accruing credits toward graduation requirements	

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of the Freedom of Information and Privacy Act



## Ham, Holly

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**Subject:** Meeting with Kevin Eck  
**Location:** Holly's Office 212-10  
  
**Start:** Tuesday, May 16, 2017 2:00 PM  
**End:** Tuesday, May 16, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Ham, Holly  
**Required Attendees:** Eck, Kevin

**Cox-Roush, Deborah**

---

**Subject:** Debbie at VA

**Start:** Friday, May 19, 2017 8:00 AM

**End:** Friday, May 19, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** (b)(6)  
**Location:**  
**Start:** Friday, May 26, 2017 12:00 AM  
**End:** Sunday, May 28, 2017 12:00 AM  
**Recurrence:** (none)  
**Meeting Status:** No response required  
**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Meeting at EEOB

**Start:** Tuesday, May 16, 2017 12:00 PM

**End:** Tuesday, May 16, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

## Buchesky, Stanley

---

**Subject:** Hearing

**Start:** Wednesday, May 24, 2017 7:00 AM

**End:** Wednesday, May 24, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\fo



## Buchesky, Stanley

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**Subject:** SBIR discussion  
**Location:** 7W206 or Starbucks  
  
**Start:** Tuesday, May 23, 2017 10:00 AM  
**End:** Tuesday, May 23, 2017 11:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

d\plain\fo

**Ruddock, Neil**

---

**Subject:** Scholarship America meeting/BDV

**Start:** Wednesday, May 17, 2017 1:30 PM

**End:** Wednesday, May 17, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** United Way of Miami/BDV

**Start:** Tuesday, May 16, 2017 2:00 PM

**End:** Tuesday, May 16, 2017 2:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

## Buchesky, Stanley

---

**Subject:** KW

**Start:** Thursday, May 18, 2017 12:00 PM

**End:** Thursday, May 18, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

d\plain\0

**Cox-Roush, Deborah**

---

**Subject:** Debbie Conference Call

**Start:** Tuesday, May 16, 2017 6:00 PM

**End:** Tuesday, May 16, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Cox-Roush, Deborah

**Required Attendees:** dcoxroush; (b)(6)

202-395-6392

797 8836



**Cox-Roush, Deborah**

---

**Subject:** Memorial Day Off

**Start:** Monday, May 29, 2017 12:00 AM

**End:** Tuesday, May 30, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

---

**Subject:** Memorial Day Weekend OFF

**Start:** Sunday, May 28, 2017 12:00 AM

**End:** Monday, May 29, 2017 12:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Ruddock, Neil**

---

**Subject:** Hold for prep

**Start:** Wednesday, May 17, 2017 10:00 AM

**End:** Wednesday, May 17, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Ruddock, Neil**

---

**Subject:** Hold for calls (2:15/2:30/3:15)

**Start:** Wednesday, May 17, 2017 2:00 PM

**End:** Wednesday, May 17, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

**Pollard, Monique**

---

**Subject:** Exit Interview  
**Location:** Amy's Office  
  
**Start:** Friday, May 19, 2017 11:00 AM  
**End:** Friday, May 19, 2017 11:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Pollard, Monique  
**Required Attendees:** Jones, Amy

Amy,

At the time of the exit Interview I will discuss what is expected of you before you exit the building on Friday.

Monique



## Ham, Holly

---

**Subject:** Motor Pool Contract  
**Location:** Holly's Office  
  
**Start:** Thursday, May 18, 2017 9:00 AM  
**End:** Thursday, May 18, 2017 10:00 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Ham, Holly  
**Required Attendees:** Eck, Kevin

**Stevens, Sharon**

---

**Subject:** GAO entrance conference - Federal Cybersecurity Workforce Assessment (101198)

**Location:** (b)(6)

**Start:** Thursday, June 22, 2017 2:00 PM

**End:** Thursday, June 22, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Stevens, Sharon

**Required Attendees:** Butler, Angela; Harrell, Jim; Surprenant, Kala; Methfessel, Bucky; Rosenfelt, Phil; Conaty, Joe; PIO; Miller, Meredith; Cuffee-Graves, Cassandra; Green, Bianca; Smith, Richard; Koschny, Laura; Dawson, Dawn; Buchesky, Stanley; Michael, Heidi; Petersen, Molly; St.Pierre, Tracey; Gray, Jason; Galik, Daniel; Kim, Ann; Townsend, Howard; Wilson, Keith; Crowner, Quasette; Willoughby, Leslie; Cline, Kelly; Ritter, Kimberly

**Optional Attendees:** Sheriff-Parker, Jennifer; Harris, Lisa L. (OCFO); Smith, Patrick; Canada, June; Cauty, Waquesha; Ramakis, Jessica; Cooke, Geneise; Mould, Jim; Dorfman, Cynthia; Bolden, Betty; Solomon, Jan; Ricotta, Catherine; Vierling, Christian; Rodrigue, Tiina; Maranto, Joseph; Campbell, Therese; Appiah, Kwaku

**Attachments:** ALL\_STAFF-#2175654-v1-101198\_EMPF\_2\_4\_3\_SIGNED\_NOTIFICATION\_LETTER\_-\_EDU....pdf; 101198 details for entrance.doc; 101198 GAO Initial Questions for Education Entrance.docx

d\plain\*\*\*GAO has shared their agenda and questions in advance of the meeting.\*\*\*

d\sb200\plain

d\sb200\plainGAO has requested an entrance conference for their new study, Federal Cybersecurity Workforce Assessment (101198). OCIO is the lead office on this study. The meeting will be held via teleconference on June 22, 2:00 p.m. to 3:00 p.m. ET.

d\sb200\plainTo participate:

d\sb200\plain866 -718 -7229, code: 5557618

d\sb200\plain

d\sb200\plain

d\sb200\plain

d\sb200\plainSharon Stevens

d\plainOS/Exec Sec

d\plain202-205-4386

d\plain

d\plain

d\sb200\plain

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Good afternoon. Regarding scheduling an entrance conference for our review of the federal cybersecurity workforce assessment (101198 – notification letter sent last week is attached), here is some background and context that may be helpful:

The Federal Cybersecurity Workforce Assessment Act of 2015 outlines several requirements for agencies to define their cybersecurity workforce and identify their workforce skills and needs. Specifically, using the updated 3-digit cybersecurity position codes that were released in November 2016, agencies are to (1) establish procedures to identify all IT and cyber positions and assign the appropriate position codes (by April 2017) and (2) complete assignment of the codes to each position (by April 2018). Agencies were also required to submit a baseline assessment of IT and cyber employees' professional certifications by December 2016. GAO is mandated to analyze and monitor the implementation of the law. Although we are required to submit a final report to Congress by December 2018, we plan to provide at least two interim briefings to the relevant committees to keep them informed about ongoing activities. We have already spoken with OPM, NIST, and DHS regarding their responsibilities to update the National Cybersecurity Workforce Framework, publish the updated coding structure, and provide guidance for implementing it. We are now contacting individual agencies to find out more about the status of these activities across the government.

Broadly speaking, our topics for discussion will be:

- Baseline Skills Assessment (to be submitted by December 2016)
- Procedures for Assigning Codes (to be completed by April 2017)
- Assignment of Employment Codes (ongoing through April 2018)

We will also be asking about related previous requirements to assign cybersecurity codes (under the July 2013 OPM Special Cybersecurity Workforce Project) and to identify cyber talent gaps (under the October 2015 Cybersecurity Strategy and Implementation Plan).



# Federal Cybersecurity Workforce Assessment (101198)

GAO Entrance Conference: Department of Education

*We have developed the following list of questions at the initiation of our engagement. Please provide any existing, relevant documentation at the time of, or soon after, the entrance conference. If relevant information is not readily available, please let us know during the entrance conference; we do not need any new products created, or any new research or analysis conducted, for the entrance conference.*

*If any questions are not covered during the entrance conference, we would like to obtain written responses to address the remaining questions.*

**Background:** The Federal Cybersecurity Workforce Assessment Act of 2015 (FCWAA)<sup>1</sup> requires GAO to (1) analyze and monitor the implementation of the law, and (2) no later than three years after enactment (i.e., by December 2018), submit a report to the appropriate committees that describes the status of implementation.

## Preliminary Objectives

1. Determine the extent to which federal agencies have implemented the National Cybersecurity Workforce Measurement Initiative.
2. Determine the extent to which federal agencies have identified cyber-related work roles of critical need.

**Engagement Contacts:** Bill Cook, Analyst-in-charge, [cookw@gao.gov](mailto:cookw@gao.gov), 404-679-1848 and Tammi Kalugdan, Assistant Director, [kalugdant@gao.gov](mailto:kalugdant@gao.gov), 202-512-4511

## Committees (8 total):

- Senate: (1) Armed Services; (2) Homeland Security & Governmental Affairs; (3) Select Committee on Intelligence; and (4) Commerce, Science, & Transportation.
- House: (1) Armed Services; (2) Homeland Security; (3) Oversight & Government Reform; and (4) Permanent Select Committee on Intelligence.

## Questions for discussion:

### Baseline Skills Assessment

The Federal Cybersecurity Workforce Assessment Act of 2015 requires federal agencies to submit a report to Congressional committees that (i) identifies the percentage of personnel with information technology (IT), cybersecurity, or other cyber-related job functions who hold appropriate industry-recognized certifications as identified under NICE; (ii) the level of preparedness of other cyber personnel without existing credentials to take certification exams; and (iii) a strategy for mitigating any gaps identified with appropriate training and certification for existing personnel. Office of

<sup>1</sup>Consolidated Appropriations Act, 2016, P.L. 114-113, Division N, Title III, §301-305; December 18, 2015.



Personnel Management (OPM) guidance<sup>2</sup> required this report to be submitted by December 2016.

1. Did your agency complete the baseline skills assessment by December 2016?
  - a. If so, please provide the baseline skills assessment as reported to Congress.
  - b. If not, when do you estimate the baseline skills assessment will be complete?
2. In preparing the baseline skills assessment, please describe how your agency
  - a. determined the appropriate industry-recognized certifications
  - b. determined the number of IT, cybersecurity, and cyber-related personnel
  - c. determined the percentage of IT and cyber personnel with appropriate certifications.
  - d. assessed the level of preparedness for other personnel to take certification exams.
  - e. determined the strategy/ies for mitigating any gaps identified.
3. Does your agency require its IT and/or cybersecurity personnel to hold professional certifications?
  - a. If so, what certifications are required for which positions?
4. How does your agency plan to use the results of the assessment?
5. Do you plan to implement the strategy/ies for mitigating the gaps that you identified in the assessment?
6. Do you think that the skills assessment process was/is useful for your agency? Why or why not? What could be improved?

#### Procedures for assigning employment codes

According to the Federal Cybersecurity Workforce Assessment Act of 2015, each agency should establish procedures to identify all encumbered and vacant positions with IT, cybersecurity, or other cyber-related functions (as defined in NICE) and to assign the appropriate employment code to each position. OPM released guidance for

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<sup>2</sup>Office of Personnel Management, *Requirements of the Federal Cybersecurity Workforce Assessment Act* (Aug. 1, 2016).

assigning new cybersecurity codes in January 2017,<sup>3</sup> and agencies were to establish procedures by April 2017.

7. Did your agency develop agency-specific procedures by the end of April 2017?
  - a. If so, please provide.
  - b. If not, when are the procedures expected to be completed? Why has there been a delay in completing the procedures by April 2017?

#### Assignment of employment codes

The act also requires agencies to complete assignment of appropriate employment codes to each position within the agency with IT, cybersecurity, and cyber-related functions. Based on OPM guidance, the assignment of codes should be completed by April 2018.

8. Do you expect to be able to assign the employment codes by April 2018? Why or why not?
9. Which of your agencies' HR system(s) will have to be updated to accommodate the three-digit employment codes?
10. When do you expect that your vendor(s) will be able to complete updating your system to accommodate the new coding structure?
11. While your vendor is modifying your system, what actions is the agency taking to prepare for the assignment of codes?
12. Under the OPM Special Cybersecurity Workforce Project (July 2013),<sup>4</sup> all agencies were to code their cybersecurity positions using the prior cybersecurity employment coding structure by the end of Fiscal Year 2014. Did you complete this activity?
  - a. Why or why not?
  - b. If applicable, how has the special cybersecurity workforce project helped the agency prepare for the assignment of codes under the Federal Cybersecurity Workforce Assessment?

Under the OMB Cybersecurity Strategy and Implementation Plan,<sup>5</sup> all agencies were to identify their top 5 cyber talent gaps and report them to OPM and OMB by December 31, 2015.

13. Please provide the top 5 cyber talent gaps identified for your agency.

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<sup>3</sup>Office of Personnel Management, *Guidance for Assigning New Cybersecurity Codes to Positions with Information Technology, Cybersecurity, and Cyber-Related Functions* (Jan. 4, 2017).

<sup>4</sup>Office of Personnel Management, *Special Cybersecurity Workforce Project* (July 8, 2013).

<sup>5</sup>Office of Management and Budget, *Cybersecurity Strategy and Implementation Plan (CSIP) for the Federal Civilian Government*, M-16-04 (October 30, 2015)



14. How did you determine what the top 5 talent gaps were for your agency?

15. Are the 5 talent gaps identified in December 2015 still the 5 most significant gaps currently for your agency?

Follow up document request:

1. Baseline Skills Assessment
2. Agency procedures for assigning federal cybersecurity employment codes for the National Cybersecurity Workforce Measurement Initiative
3. Any contract documents describing work to update systems to accommodate the assignment of codes
4. Top 5 cyber talent gaps



441 G St. N.W.  
Washington, DC 20548

May 9, 2017

Ms. Tracey St. Pierre  
Director, Executive Secretariat  
Office of the Secretary  
Department of Education

Dear Ms. St. Pierre:

This letter is to inform you of a new U.S. Government Accountability Office engagement on federal cybersecurity workforce assessment—code 101198. The enclosure provides information on the engagement. If we determine it is necessary to visit locations other than those specified in the enclosure, we will advise you.

We would appreciate your notifying the appropriate officials of this work. The next step will be to set up an entrance conference. At that meeting, we will request that your agency identify a point of contact for this engagement.

Sincerely yours,

(b)(6)

Barbara D. Bovbjerg  
Managing Director  
Education, Workforce,  
and Income Security Issues

Enclosure

Enclosure

Information on New Engagement

Engagement subject: Federal cybersecurity workforce assessment

Engagement code: 101198

Source for the work: GAO is beginning this work in response to a congressional mandate under the Federal Cybersecurity Workforce Assessment Act of 2015.<sup>1</sup>

Issues under review/Objectives/Key questions: We will determine the extent to which federal agencies have (1) implemented the National Cybersecurity Workforce Measurement Initiative and (2) identified cyber-related work roles of critical need.

Agencies and anticipated locations (HQ and field) to be notified: U.S. Department of Education. We do not anticipate conducting any audit work at field locations.

Other departments/agencies to be contacted: We are conducting our review at the oversight agencies designated in the Federal Cybersecurity Workforce Assessment Act of 2015: the Office of Personnel Management; the Department of Homeland Security; and the National Institute of Standards and Technology. Additionally, we will conduct work at the Office of Management and Budget and the 24 federal departments and agencies covered by the Chief Financial Officers Act of 1990. We will contact the office of the chief information officer and the office of human capital at each agency as part of our review.

Estimated start date for the work: Immediately

Time frame for holding the entrance conference: May-June 2017

GAO Team performing the engagement: Information Technology Team

GAO contacts:

Gregory Wilshusen, Director, (202) 512-6244, [wilshuseng@gao.gov](mailto:wilshuseng@gao.gov)  
Tammi Kalugdan, Assistant Director, (202) 512-4511, [kalugdant@gao.gov](mailto:kalugdant@gao.gov)  
William Cook, Analyst-in-Charge, (404) 679-1848, [cookw@gao.gov](mailto:cookw@gao.gov)

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<sup>1</sup> The Federal Cybersecurity Workforce Assessment Act of 2015 was enacted as cybersecurity workforce assessment provisions of the Consolidated Appropriations Act, 2016 (P.L. 114-113, Division N, Title III, §301-305; December 18, 2015). Section 305 requires GAO to analyze and monitor the implementation of the Act and to report on the status of its implementation no later than three years after it was enacted.



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U.S. GOVERNMENT ACCOUNTABILITY OFFICE

(b)(6)



**Cox-Roush, Deborah**

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**Subject:** Meeting with VA Secretary Shulkin  
**Location:** 810 Vermont Avenue  
  
**Start:** Wednesday, May 24, 2017 4:00 PM  
**End:** Wednesday, May 24, 2017 5:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

Protocol officer will meet me and escort me to the Secretary office.

**Ruddock, Neil**

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**Subject:** SW call (12:45)

**Start:** Thursday, May 18, 2017 12:30 PM

**End:** Thursday, May 18, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Ruddock, Neil

Sullivan, Jermaine

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**Subject:** OCO Senior Managers & Staff with transition duties  
**Location:** 7C100 or Call In (b)(6) participant code: (b)(6)  
**Start:** Monday, May 22, 2017 10:00 AM  
**End:** Monday, May 22, 2017 10:30 AM  
**Recurrence:** Weekly  
**Recurrence Pattern:** every Monday and Thursday from 9:00 AM to 9:30 AM  
**Meeting Status:** Declined  
**Organizer:** Sullivan, Jermaine  
**Required Attendees:** Dorfman, Cynthia; Ryan, Sam; Pitta, Jacquelyn; Zimmermann, Jacquelyn; Reynolds, Cody; Stratman, Karen; Malico, Melinda; Bega, Dennis; Webb, Jo Ann; Ross, Chareese; Honeysett, Adam; Bates, Monica; Harris, Sally; Cox-Roush, Deborah; Williamson, Elizabeth; Mould, Jim; Ashe, Anya; Frendewey, Matthew; Ferguson, Gillum; Rosenfelt, Phil; Apostolides, Melissa; Hill, Elizabeth; Chamberlain, Michael

All,

**This is the message to update the calendar for the new Monday and Thursday meeting times that were agreed upon at the April 28<sup>th</sup> meeting. Cynthia and Phil discussed changing the Wednesday to Thursday and everyone in the group agreed.**

### Goal

Please join us for this weekly Monday and Thursday meeting where we will ensure OCO is operating effectively and efficiently as we successfully transition into a new administration and onboard political appointee colleagues to OCO.

Agenda

\* TBD

**\*Jermaine**





## ED Internal Communications

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**Subject:** Lunch and Learn Invitation from the Office of the Secretary:  
Wednesday, May 24

**Location:** Barnard Auditorium, LBJ Building and on Mediasite & EDstream

**Start:** Wednesday, May 24, 2017 12:30 PM

**End:** Wednesday, May 24, 2017 1:30 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** ED Internal Communications

**Required Attendees:** All Exchange Users

Please join the Office of the Secretary for this year's first "Lunch & Learn" with **Andreas Schleicher**, Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development in Paris (OECD). Andreas will share his insights on where education in the United States stands compared with the highest performing education systems, and he will also highlight successful choice-based practices. Andreas' full biography is below.

**Wednesday, May 24, 2017**

**12:30 – 1:30 p.m.**

**Barnard Auditorium, LBJ Building and on Mediasite & EDstream with live captioning**

The Office of the Secretary will be scheduling a variety of speakers for the "Lunch and Learn" series regularly. Feel free to bring your lunch to Barnard Auditorium and enjoy the presentation.



As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters cooperation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the Program for International Student Assessment (PISA), the OECD Survey of Adult Skills, the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).

Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the “Theodor Heuss” prize, awarded in the name of the first president of the Federal Republic of Germany for “exemplary democratic engagement.” He holds an honorary Professorship at the University of Heidelberg.

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**\*MEDIASITE & EDSTREAM**

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## ED Internal Communications

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**Subject:** Lunch and Learn Invitation from the Office of the Secretary:  
Wednesday, May 24

**Location:** Barnard Auditorium, LBJ Building and on Mediasite &  
EDstream

**Start:** Wednesday, May 24, 2017 12:30 PM

**End:** Wednesday, May 24, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Declined

**Organizer:** ED Internal Communications

**Required Attendees:** All Exchange Users

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**Wednesday, May 24, 2017**

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## ED Internal Communications

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**Subject:** Reminder!!! Lunch and Learn Invitation from the Office of the Secretary: TODAY

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**Start:** Wednesday, May 24, 2017 12:30 PM

**End:** Wednesday, May 24, 2017 1:30 PM

**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** ED Internal Communications

**Required Attendees:** Political Appointees\_ED 45; All Exchange Users

A friendly reminder that today is the Andreas Schleicher Lunch and Learn. Hope to see everyone in Barnard at 12:30 pm.

Thanks!

Dougie

Sent from my iPhone

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Gray, Jason

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**Subject:** Follow Up Meeting w/Stamley & Jason Gray  
**Location:** Room 7W206/LBJ

**Start:** Tuesday, June 06, 2017 3:30 PM  
**End:** Tuesday, June 06, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Gray, Jason  
**Required Attendees:** Buchesky, Stanley

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**Buchesky, Stanley**

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**Subject:** Edtech discussion/dinner  
**Location:** BI Joint  
  
**Start:** Wednesday, May 24, 2017 5:00 PM  
**End:** Wednesday, May 24, 2017 7:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:**

(b)(6)

**Start:**

Tuesday, May 23, 2017 5:30 PM

**End:**

Tuesday, May 23, 2017 8:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Buchesky, Stanley

d\plain\fo

**Cox-Roush, Deborah**

---

**Subject:** Conference call with (b)(6)  
**Location:** 810 Vermont Avenue  
  
**Start:** Tuesday, May 23, 2017 10:00 AM  
**End:** Tuesday, May 23, 2017 10:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** (b)(6)

Debbie will call (b)(6) at 10 am ET on her cell

(b)(6)

Cox-Roush, Deborah

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**Subject:**

**Start:** Wednesday, May 31, 2017 2:30 PM

**End:** Wednesday, May 31, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah



**Cox-Roush, Deborah**

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**Subject:** VA Meeting  
**Location:** EEOB  
  
**Start:** Tuesday, May 23, 2017 2:00 PM  
**End:** Tuesday, May 23, 2017 3:30 PM  
  
**Recurrence:** Weekly  
**Recurrence Pattern:** every Tuesday from 2:00 PM to 3:30 PM  
  
**Meeting Status:** No response required  
  
**Organizer:** Cox-Roush, Deborah

VA meeting EEOB

**Buchesky, Stanley**

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**Subject:** Doug Reeves

**Start:** Tuesday, May 23, 2017 11:30 AM

**End:** Tuesday, May 23, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Cox-Roush, Deborah**

---

**Subject:** Drug testing for VA

**Start:** Thursday, May 25, 2017 8:30 AM

**End:** Thursday, May 25, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

**Cox-Roush, Deborah**

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**Subject:** Debbie out of office for meetings

**Start:** Thursday, May 25, 2017 3:00 PM

**End:** Thursday, May 25, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

## **Buchesky, Stanley**

---

**Subject:** Appropriations Hearing

**Start:** Wednesday, May 24, 2017 11:00 AM

**End:** Wednesday, May 24, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

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## ED Internal Communications

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**Subject:** FY 2018 Budget Briefing for ED Employees  
**Location:** Barnard Auditorium and on Mediasite and EDstream

**Start:** Thursday, May 25, 2017 2:00 PM  
**End:** Thursday, May 25, 2017 3:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** ED Internal Communications  
**Required Attendees:** All Exchange Users  
**Optional Attendees:** Frank Heisler; Richard Pineda; Ahmady, Lori; Sinclair, Francine; Anyanime Ekpo; Brian Lewis; Chris Hutchinson; Hutchinson, Christopher (Contractor); Jeff Cullen; Lauren Maxwell; Maxwell, Lauren (Contractor); Vishal Desai; Morgan, Earl; Schulz, Eric; Young, Claudette; Quezada, Athena; Harris, Sharon; Woerner, Stephanie (Contractor); 'Dana'; Goetz, Braden; Miller, Sharon Lee; Coro, Christopher; Glenn, Beatrice; Crider, Richie; Lewis, Darrin; B. York

On Thursday, May 25, at 2 pm ET, employees are invited to attend a briefing covering the Administration's Fiscal Year 2018 budget request for the U.S. Department of Education.

The briefing will be held in LBJ Auditorium and may also be watched online (links are below), with live captioning.

**Erica Navarro, Director, Budget Service** will outline the budget request that will be considered by Congress. A question-and-answer session with Budget Service officials will follow the presentation.

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**Required Attendees:** All Exchange Users  
**Optional Attendees:** Frank Heisler; Richard Pineda; Ahmady, Lori; Sinclair, Francine; Anyanime Ekpo; Brian Lewis; Chris Hutchinson; Hutchinson, Christopher (Contractor); Jeff Cullen; Lauren Maxwell; Maxwell, Lauren (Contractor); Vishal Desai; Morgan, Earl; Schulz, Eric; Young, Claudette; Quezada, Athena; Harris, Sharon; Woerner, Stephanie (Contractor); 'Dana'; Goetz, Braden; Miller, Sharon Lee; Coro, Christopher; Glenn, Beatrice; Crider, Richie; Lewis, Darrin; B. York

On Thursday, May 25, at 2 pm ET, employees are invited to attend a briefing covering the Administration's Fiscal Year 2018 budget request for the U.S. Department of Education.

The briefing will be held in LBJ Auditorium and may also be watched online (links are below), with live captioning.

**Erica Navarro, Director, Budget Service** will outline the budget request that will be considered by Congress. A question-and-answer session with Budget Service officials will follow the presentation.

---

If you have problems with Mediasite or EDstream, please call the Help Desk at 202-708-4357.

### MEDIASITE INSTRUCTIONS:

For employees working inside ED buildings, use Internet Explorer to access [Mediasite at this link](#).

### EDSTREAM INSTRUCTIONS:

For teleworkers, this event also will air on [EDstream at this link](#).

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**Buchesky, Stanley**

---

**Subject:** (b)(6)

**Start:** Wednesday, May 31, 2017 7:00 PM

**End:** Wednesday, May 31, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Buchesky, Stanley

---

**Subject:** Meeting

**Start:** Wednesday, May 31, 2017 2:00 PM

**End:** Wednesday, May 31, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:**

(b)(6)

**Start:**

Tuesday, May 23, 2017 8:00 PM

**End:**

Tuesday, May 23, 2017 10:00 PM

**Recurrence:**

(none)

**Meeting Status:**

Meeting organizer

**Organizer:**

Buchesky, Stanley

d\plain\fo

**Cox-Roush, Deborah**

---

**Subject:**

**Location:**

(b)(6)

**Start:**

Thursday, June 15, 2017 7:00 PM

**End:**

Thursday, June 15, 2017 9:30 PM

**Recurrence:**

(none)

**Organizer:**

Cox-Roush, Deborah

(b)(6)



**Buchesky, Stanley**

---

**Subject:** Security briefing

**Start:** Wednesday, May 24, 2017 10:00 AM

**End:** Wednesday, May 24, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Richard Simmons

**Start:** Tuesday, May 30, 2017 10:30 AM

**End:** Tuesday, May 30, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

## Conaty, Joe

---

**Subject:** Canceled: National Defense University  
**Location:** National Defense University ~ They will drive us back and forth.  
**Start:** Wednesday, May 31, 2017 8:30 AM  
**End:** Wednesday, May 31, 2017 12:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Conaty, Joe  
**Optional Attendees:** Buchesky, Stanley  
**Importance:** High

If you are still ready to go for this Wednesday, 31 May, then I will be over to pick you up at 0830 at your back door – on street with McDonalds. I got a limo upgrade this winter from the prius so am now driving a grey lexus SUV – nothing too good for you both. We should be done with everything around 1130 and will drive you both back at that time. My cell phone is (b)(6) Our commandant talks around 0900 that morning and then we will go upstairs to meet the students around 0915. We are planning for the student brief and Q&A to go for about 2 hours; 0930-1130. We are hoping to have someone from the NGA and also the Enrollment Director for NVCC to also sit on the panel. The student brief focuses on higher education challenges this year.

You don't need to bring anything, just some questions and comments – we are never done learning here. Thanks again for supporting our academic program. Regards. Mark

Sullivan, Jermaine

---

**Subject:** OCO Senior Managers & Staff with transition duties  
**Location:** 7C100 or Call In 877-429-4072 participant code: 9311567  
  
**Start:** Tuesday, May 30, 2017 9:00 AM  
**End:** Tuesday, May 30, 2017 9:30 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Declined  
  
**Organizer:** Sullivan, Jermaine  
**Required Attendees:** WDCFB6-7C100; Dorfman, Cynthia; Ryan, Sam; Pitta, Jacquelyn; Zimmermann, Jacquelyn; Reynolds, Cody; Stratman, Karen; Malico, Melinda; Bega, Dennis; Webb, Jo Ann; Ross, Chareese; Honeysett, Adam; Bates, Monica; Harris, Sally; Cox-Roush, Deborah; Williamson, Elizabeth; Mould, Jim; Ashe, Anya; Friendewey, Matthew; Ferguson, Gillum; Rosenfelt, Phil; Apostolides, Melissa; Hill, Elizabeth; Chamberlain, Michael; Broadwater, Sara

All,

Please be advised this is the Tuesday after Memorial Day.

Jermaine

## Sullivan, Jermaine

---

**Subject:** OCO Senior Managers & Staff with transition duties  
**Location:** 7C100 or Call In 877-429-4072 participant code: 9311567

**Start:** Thursday, May 04, 2017 9:00 AM  
**End:** Thursday, May 04, 2017 9:30 AM  
**Show Time As:** Tentative

**Recurrence:** Weekly  
**Recurrence Pattern:** every Thursday from 9:00 AM to 9:30 AM

**Meeting Status:** Declined

**Organizer:** Sullivan, Jermaine  
**Required Attendees:** Dorfman, Cynthia; Ryan, Sam; Pitta, Jacquelyn;  
Zimmermann, Jacquelyn; Reynolds, Cody; Stratman, Karen;  
Malico, Melinda; Bega, Dennis; Webb, Jo Ann; Ross,  
Chareese; Honeysett, Adam; Bates, Monica; Harris, Sally;  
Cox-Roush, Deborah; Williamson, Elizabeth; Mould, Jim;  
Ashe, Anya; Frendewey, Matthew; Ferguson, Gillum;  
Rosenfelt, Phil; Apostolides, Melissa; Hill, Elizabeth;  
Chamberlain, Michael  
**Optional Attendees:** Broadwater, Sara

All,

**This is the message to update the calendar for the new Monday and Thursday meeting times that were agreed upon at the April 28<sup>th</sup> meeting. Cynthia and Phil discussed changing the Wednesday to Thursday and everyone in the group agreed.**

### Goal

Please join us for this weekly Monday and Thursday meeting where we will ensure OCO is operating effectively and efficiently as we successfully transition into a new administration and onboard political appointee colleagues to OCO.

### Agenda

\* TBD



\*Jermaine

Sullivan, Jermaine

---

**Subject:** OCO Senior Managers & Staff with transition duties  
**Location:** 7C100 or Call In 877-429-4072 participant code: 9311567  
  
**Start:** Monday, June 05, 2017 9:30 AM  
**End:** Monday, June 05, 2017 10:00 AM  
  
**Recurrence:** Weekly  
**Recurrence Pattern:** every Monday from 9:30 AM to 10:00 AM  
  
**Meeting Status:** Declined  
  
**Organizer:** Sullivan, Jermaine  
**Required Attendees:** WDCFB6-7C100; Dorfman, Cynthia; Ryan, Sam; Pitta, Jacquelyn; Zimmermann, Jacquelyn; Reynolds, Cody; Stratman, Karen; Malico, Melinda; Bega, Dennis; Webb, Jo Ann; Ross, Chareese; Honeysett, Adam; Bates, Monica; Harris, Sally; Cox-Roush, Deborah; Williamson, Elizabeth; Mould, Jim; Ashe, Anya; Friendewey, Matthew; Ferguson, Gillum; Rosenfelt, Phil; Apostolides, Melissa; Hill, Elizabeth; Chamberlain, Michael; Broadwater, Sara

All,

**This is the message to update the calendar for the new Monday and Thursday meeting times that were agreed upon at the April 28<sup>th</sup> meeting. Cynthia and Phil discussed changing the Wednesday to Thursday and everyone in the group agreed.**

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Agenda

\* TBD

**\*Jermaine**



**Cox-Roush, Deborah**

---

**Subject:** Meeting at WH

**Start:** Thursday, June 01, 2017 1:00 PM

**End:** Thursday, June 01, 2017 3:00 PM

**Recurrence:** (none)

**Meeting Status:** No response required

**Organizer:** Cox-Roush, Deborah

## ED Internal Communications

---

**Subject:** Briefing: The Condition of Education and Indicators of School Crime & Safety with NCES  
**Location:** Barnard-LBJ and Online  
**Start:** Thursday, June 01, 2017 10:00 AM  
**End:** Thursday, June 01, 2017 11:00 AM  
**Recurrence:** (none)  
**Meeting Status:** Declined  
**Organizer:** ED Internal Communications  
**Required Attendees:** All Exchange Users

Please join colleagues to learn about the findings in two new reports from the National Center for Education Statistics (NCES), including *The Condition of Education 2017* and *Indicators of School Crime and Safety*.

June 1, 10-11 am ET

Barnard Auditorium, LBJ Building, and on Mediasite\* and EDstream\* (links are below) with captioning.

*The Condition of Education 2017* summarizes important developments and trends in education using the latest available data. The report presents 50 key indicators on topics ranging from early childhood through postsecondary education, as well as international comparisons and labor force outcomes.

*The Indicators of School Crime and Safety* report covers topics such as victimization, bullying, school conditions, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions.

The presentation will include a wide range of data applicable to many ED programs, including early childhood education, elementary and secondary education, and postsecondary education.

### Presenters:

Peggy Carr, Acting Commissioner, NCES, NCES overview and introduction to annual reports  
Joel McFarland, Project Director, Condition of Education overview  
Lauren Musu-Gillette, Project Director, Indicators of School Crime and Safety overview

Questions and Answers, moderated by Tom Snyder, Director of Annual Reports and Information Staff

NCES is mandated to report to Congress on the condition of education each year. The NCES mission is, "...to collect, analyze, and disseminate statistics and other information related to education in the



United States and in other nations...." NCES strives to develop high-quality, customer-driven products and to be fully engaged with the education community to gain a full understanding of the data needs and interests of our customers.

**\*MEDIASITE & EDSTREAM**

**\*MEDIASITE INSTRUCTIONS:**

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<http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default>

**\*EDSTREAM INSTRUCTIONS:**

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## ED Internal Communications

---

**Subject:** Briefing: The Condition of Education and Indicators of School Crime & Safety with NCES  
**Location:** Barnard-LBJ and Online  
**Start:** Thursday, June 01, 2017 10:00 AM  
**End:** Thursday, June 01, 2017 11:00 AM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** ED Internal Communications  
**Required Attendees:** All Exchange Users

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## ED Internal Communications

---

**Subject:** Briefing: The Condition of Education and Indicators of School Crime & Safety with NCES  
**Location:** Barnard-LBJ and Online  
**Start:** Thursday, June 01, 2017 10:00 AM  
**End:** Thursday, June 01, 2017 11:00 AM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** ED Internal Communications  
**Required Attendees:** All Exchange Users

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June 1, 10-11 am ET

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**Buchesky, Stanley**

---

**Subject:** Oren Hatch

**Start:** Friday, May 26, 2017 10:00 AM

**End:** Friday, May 26, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** (b)(6)

**Start:** Thursday, June 01, 2017 8:00 AM

**End:** Thursday, June 01, 2017 5:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** B Altenburg

**Start:** Friday, June 02, 2017 10:00 AM

**End:** Friday, June 02, 2017 11:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** OSERS grant Webinar

**Start:** Thursday, June 08, 2017 11:00 AM

**End:** Thursday, June 08, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Ham, Holly

---

**Subject:** Transport Service Follow Up  
**Location:** WDCFB6-2W240-20 (Managed) | (b)(6) PC:  
(b)(6)  
**Start:** Monday, June 05, 2017 1:00 PM  
**End:** Monday, June 05, 2017 1:45 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Ham, Holly  
**Required Attendees:** Cogdill, David; Luczak, Ronald; Eck, Kevin; Rapley-Rose, DeNeen; Davis, Wanda; Murrish, Sidney N.; Hairfield, James  
**Optional Attendees:** Carter, Denise; Billups, Angela; Manning, Matthew  
**Attachments:** Uber and Lyft Basic Information.docx

Update: Attachment



## WELL KNOWN AND NATIONAL RIDE SERVICE COMPANIES

**UBER FOR BUSINESS TRAVEL:** A tool that enables the agency to manage a suite of transportation options for employees with affordable rides using a central dashboard that keeps track of Uber trips and fares. <https://www.uber.com/business/>

Set up a Business Account/Profile

- <https://www.uber.com/business/enroll>
  - Must have a unique, corporate email domain that is used for employee email addresses
  - Must have a credit card account that can process all transactions, a \$250 authorization hold is placed when the business profile payment method is initially set up. In lieu of a credit card account a qualifying business can also enroll in a pay-per-month system with the option to pay by credit card or bank transfer.
- Administrators: Enable control and manage your organizations ability to use Uber for business needs – employee travel etc.
- Account Management: monitors trip activity, set up a central payment account etc.
- Custom Ride Policies: Set policies around when and where your employees can ride to ensure only in-policy rides are taken on your account.
- Expense Codes: Requires employees to select an expense code or client matter number in the Uber app before they can request a ride.
- Reporting: Create customizable trip reports that include the details needed to track all of the trips taken with the Agency's Uber for Business account

Types of rides:

- **UberX** seats 4 passengers. ...
- **UberXL** seats 6 passengers. ...
- **UberSelect** is Uber's entry-level luxury service that seats up to 4 riders. ...
- **UberPOOL**: Share your Uber with another Uber user and split the cost. ...
- **UberBLACK** and **UberSUV** is Uber's luxury service.
- **UberAssist** is designed to provide additional **assistance** to members of the senior and people with disabilities. Driver-partners are specifically trained by Open Doors Organization to **assist** riders into vehicles and can accommodate folding wheelchairs, walkers, and scooters

### **How much does Uber cost?**

Your Uber fare is calculated on 4 criteria:

- **Base fare** – A flat fee charged at the beginning of the ride
- **Cost per minute** – How much you're charged for each minute you're inside the ride

- **Cost per mile** – How much you're charged for each mile of the ride
- **Booking Fee (Formerly known as the 'Safe Rides Fee')** – A flat fee to cover 'operational costs' (Not included for UberBLACK and UberSUV)

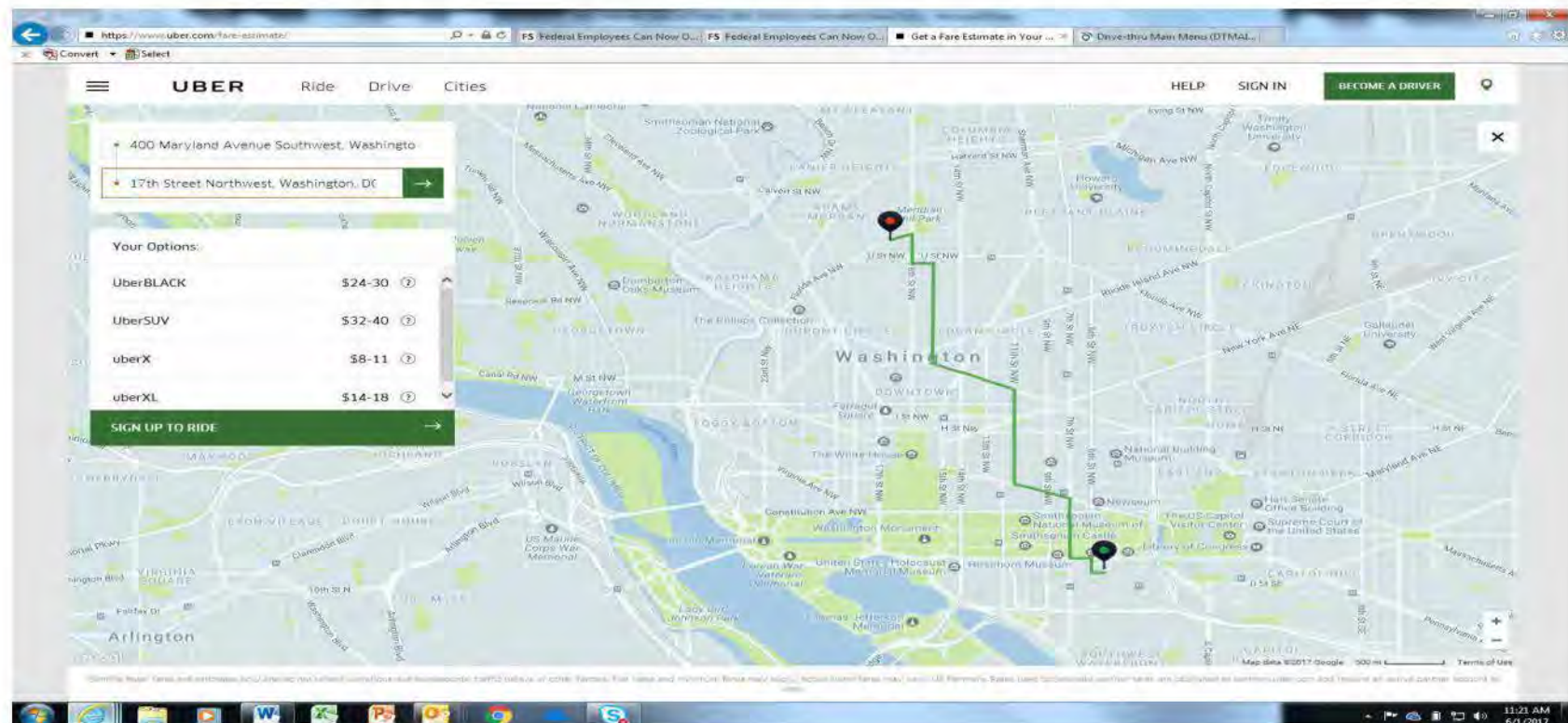
Here's how Uber calculates your fare:  $\text{Base Fare} + (\text{Cost per minute} * \text{time in ride}) + (\text{Cost per mile} * \text{ride distance}) + \text{Booking Fee} = \text{Your Fare}$

### Uber minimum fare: You won't pay less than the minimum

Uber sets a minimum fare for each service to help fairly reimburse drivers for short rides. If the sum of the equation above is lower than the minimum fare, you'll still be charged the minimum fare.

For example: You take an UberX two blocks down the street. After you added up the variables, you calculated that your fare would only be \$2.78. But in your area, the minimum fare for UberX is \$4, so you will be charged \$4 instead of \$2.78.

EXAMPLE: using an actual one-way trip from HQ to EEOB.

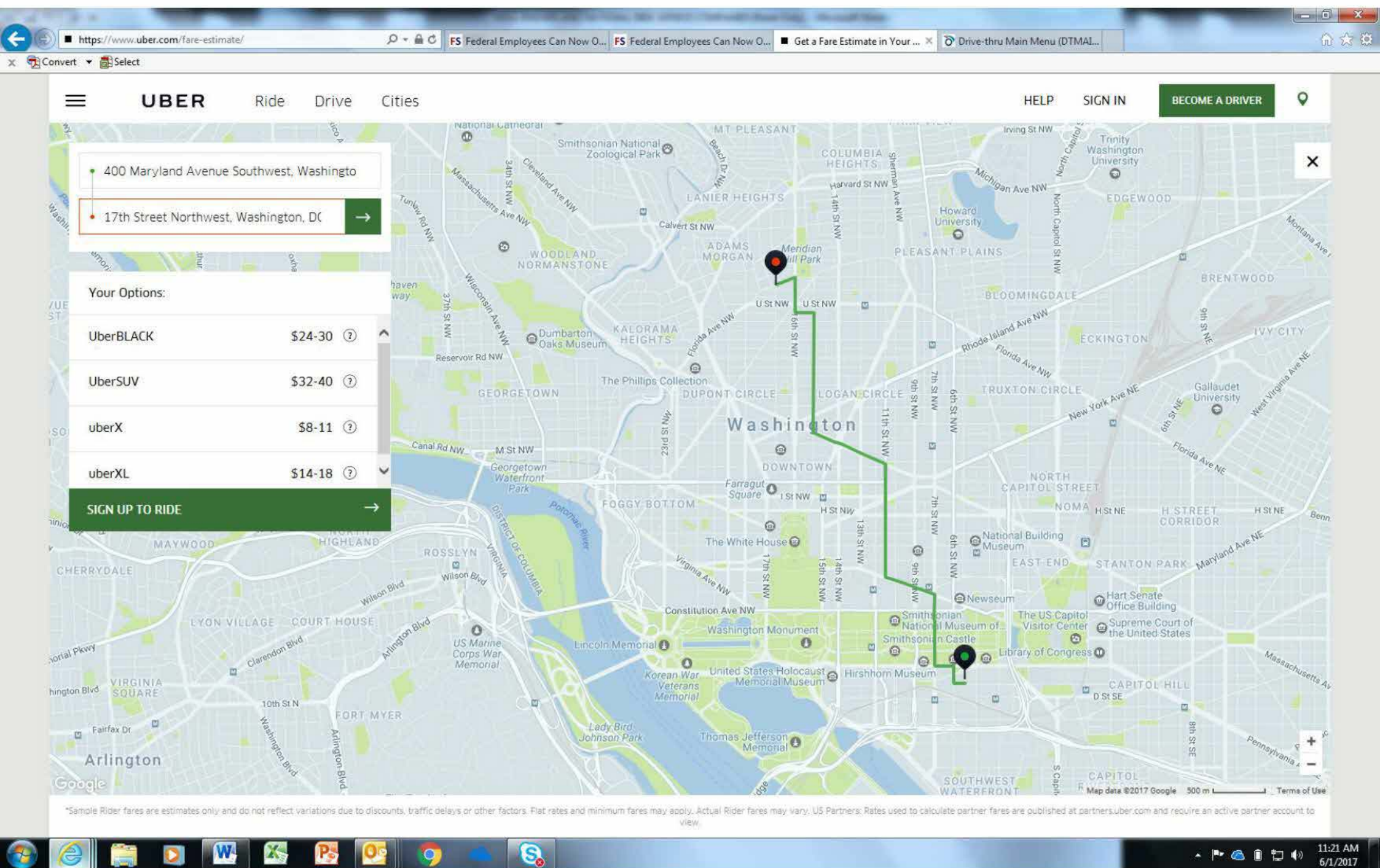




**LYFT Business:** A one-stop shop featuring a management portal for stress free travel for your employees. Every background-checked driver is covered by their \$1M insurance plan. Plus the 24/7 Critical response line is always open. <https://www.lyft.com/business>

References:

**Modernizing Government Travel Act H.R. 274:** Requires the General Services Administration (GSA) to implement regulations allowing federal employees to use alternative transportation options such as Uber, Lyft, and bike-share for official travel. The GSA Administrator would be required to submit annual reports to Congress on the implementation of these regulations and the resulting amount of government savings



**Buchesky, Stanley**

---

**Subject:** Helga Luest

**Start:** Friday, June 02, 2017 1:00 PM

**End:** Friday, June 02, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Cox-Roush, Deborah**

---

**Subject:** Interviews with the US Department of Education

**Location:** 400 Maryland Avenue, SW, Washington DC.

**Start:** Thursday, June 08, 2017 8:30 AM

**End:** Thursday, June 08, 2017 12:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Cox-Roush, Deborah

**Required Attendees:** (b)(6)

(b)(6) interviews will be held as follows. I will meet you but will also send additional information prior to your visit.

8:30 am Kathleen Smith

9 am Jim Manning OUS

10 am Ebony Lee OS

12 pm Jenn Bell-Ellwanger OPEPD

**Cox-Roush, Deborah**

---

**Subject:** Debbie Fingerprint appointment PIV appointment  
**Location:** 1400 Independence Ave SW, Room 1408, Washington, DC - USDA  
  
**Start:** Monday, June 05, 2017 1:30 PM  
**End:** Monday, June 05, 2017 2:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Cox-Roush, Deborah  
**Required Attendees:** (b)(6)  
**Optional Attendees:** Debbie Cox-Roush

Shared - 1400 Independence Ave SW, Room 1408, Washington, DC - USDA  
[1400 INDEPENDENCE AVENUE SW](#)  
[ROOM 1408](#)  
[WASHINGTON, DC 20250](#)

**Conaty, Joe**

**Subject:**

(b)(5)

**Location:**

Stanley's Place

**Start:**

Tuesday, June 06, 2017 4:00 PM

**End:**

Tuesday, June 06, 2017 4:30 PM

**Recurrence:**

(none)

**Meeting Status:**

Accepted

**Organizer:**

Conaty, Joe

**Required Attendees:**

Buchesky, Stanley; Miller, Meredith; McHugh, Erin

Stanley

(b)(5)

Please propose a new time if this doesn't work for you.

Thanks

...Joe...

## Buchesky, Stanley

---

**Subject:** School safety discussion  
**Location:** 7W206  
  
**Start:** Tuesday, June 06, 2017 2:00 PM  
**End:** Tuesday, June 06, 2017 2:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley  
**Required Attendees:** Esquith, David

d\plain\0

**Cox-Roush, Deborah**

---

**Subject:**

(b)(6)

**Location:**

**Start:**

Thursday, June 08, 2017 6:00 PM

**End:**

Thursday, June 08, 2017 6:30 PM

**Recurrence:**

(none)

**Meeting Status:**

No response required

**Organizer:**

Cox-Roush, Deborah



## Ham, Holly

---

**Subject:** Transport Services  
**Location:** Department of Education, 400 Maryland Ave SW  
Washington DC 20202, 2W 240-20 (Large Conference Room)  
**Start:** Monday, June 19, 2017 3:00 PM  
**End:** Monday, June 19, 2017 4:00 PM  
**Recurrence:** (none)  
**Meeting Status:** Accepted  
**Organizer:** Ham, Holly  
**Optional Attendees:** Scott, Janet; Manning, Matthew; Rapley-Rose, DeNeen;  
Carter, Denise; Murrish, Sidney N.; Luczak, Ronald; Hairfield,  
James; Billups, Angela; Eck, Kevin; Price, Roscoe; Cazier,  
Andrew

Visitor Information: The Department's Headquarters is located in the Lyndon Baines Johnson building at 400 Maryland Avenue, SW in the District. There are two entrances on the East end of the building: one on the C Street side across from the McDonald's and another entrance on the Maryland Avenue side (Air and Space Museum). Upon entering the building, you will need to go through the security scanner and then check-in at the security desk. Your point of contact will be Kylie Poirier 202-401-1036. Security will contact Kylie to escort you to the designated meeting location.

Please let me know if you have any additional questions.

Thank you,

Kylie Poirier  
202-401-1036

**Buchesky, Stanley**

---

**Subject:** Catch up joey/Stan

**Start:** Thursday, June 08, 2017 3:00 PM

**End:** Thursday, June 08, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Required Attendees:** joey@ruvna.com

**Buchesky, Stanley**

---

**Subject:** Threat brief

**Start:** Wednesday, June 07, 2017 9:00 AM

**End:** Wednesday, June 07, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** CR

**Start:** Wednesday, June 07, 2017 3:30 PM

**End:** Wednesday, June 07, 2017 4:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Dias, Glen

---

**Subject:** Exit Interview - Deborah Cox-Roush  
**Location:** Deborah's office LBJ-7C103  
  
**Start:** Friday, June 09, 2017 11:00 AM  
**End:** Friday, June 09, 2017 11:15 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Declined  
  
**Organizer:** Dias, Glen  
**Required Attendees:** Cox-Roush, Deborah



Dias, Glen

---

**Subject:** Exit Interview - Deborah Cox-Roush  
**Location:** Deborah's office LBJ-7C103  
  
**Start:** Thursday, June 08, 2017 11:00 AM  
**End:** Thursday, June 08, 2017 11:15 AM  
**Show Time As:** Tentative  
  
**Recurrence:** (none)  
  
**Meeting Status:** Not yet responded  
  
**Organizer:** Dias, Glen  
**Required Attendees:** Cox-Roush, Deborah

**Brock, Thomas**

---

**Subject:** Coffee  
**Location:** Starbucks - 5th and C SW  
  
**Start:** Monday, June 12, 2017 9:00 AM  
**End:** Monday, June 12, 2017 9:30 AM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Brock, Thomas  
**Required Attendees:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Bianca Moreno  
**Location:** Bespoke  
  
**Start:** Friday, June 16, 2017 12:30 PM  
**End:** Friday, June 16, 2017 1:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Meeting organizer  
  
**Organizer:** Buchesky, Stanley

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**Buchesky, Stanley**

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**Subject:** Rik

**Start:** Friday, June 16, 2017 10:00 AM

**End:** Friday, June 16, 2017 10:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Conaty, Joe

---

**Subject:** Catch Up  
**Location:** Hyatt Roof  
  
**Start:** Tuesday, June 13, 2017 5:30 PM  
**End:** Tuesday, June 13, 2017 6:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Conaty, Joe  
**Required Attendees:** Miller, Meredith; Buchesky, Stanley

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## Buchesky, Stanley

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**Subject:** Meeting

**Start:** Tuesday, June 13, 2017 3:30 PM

**End:** Tuesday, June 13, 2017 4:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Meeting

**Start:** Tuesday, June 13, 2017 4:30 PM

**End:** Tuesday, June 13, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

Patrick, Kelly

---

**Subject:** FW: Surrogate: Mark Barden, Founder of Sandy Hook Promise  
**Location:** Dave Ofc

**Start:** Monday, June 19, 2017 12:30 PM  
**End:** Monday, June 19, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Accepted

**Organizer:** Patrick, Kelly  
**Required Attendees:** Esquith, David  
**Optional Attendees:** Buchesky, Stanley

Hi Stanley: you are welcome to join me if you are available. Trust you have been seeing the spate of news articles about the Sandy Hook deniers.

Dave

-----Original Appointment-----

**From:** Patrick, Kelly

**Sent:** Tuesday, June 13, 2017 5:19 PM

**To:** Patrick, Kelly; Esquith, David

**Subject:** Surrogate: Mark Barden, Founder of Sandy Hook Promise

**When:** Monday, June 19, 2017 12:30 PM-1:30 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Dave Ofc

Contact:

Sarah Zakrewski

Email: [szakrewski@guidelobby.com](mailto:szakrewski@guidelobby.com)

## Buchesky, Stanley

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**Subject:** Keshia Ash

**Start:** Thursday, June 15, 2017 1:15 PM

**End:** Thursday, June 15, 2017 2:15 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

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## Otter, Tina

---

**Subject:** Canceled: Enterprise Risk Management Council Meeting  
**Location:** LBJ-TDC room 1W128

**Start:** Monday, August 28, 2017 3:00 PM  
**End:** Monday, August 28, 2017 4:00 PM

**Recurrence:** Monthly  
**Recurrence Pattern:** the first Monday of every 1 month from 3:00 PM to 4:00 PM

**Meeting Status:** Not yet responded

**Organizer:** Otter, Tina  
**Required Attendees:** Brown, Cynthia; Runcie, James; Juengst, Phillip; McFadden, Elizabeth; Young, Patrick

**Meeting Update:** Since the July ERM Council meeting was rescheduled for later in the month, and the Sept. meeting will be canceled due to the Labor Day holiday and end of the fiscal year activities, **the August ERM Council meeting is being rescheduled to occur on Monday, August 28<sup>th</sup>.**

**Purpose:** Monthly meeting of the Enterprise Risk Management Council (ERM).

**Materials:** To be provided before each meeting.

**ERM SharePoint Site:** <https://share.ed.gov/teams/RMS/POCs/ERM/SitePages/Home.aspx>



**Buchesky, Stanley**

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**Subject:** Kurt V

**Start:** Friday, June 16, 2017 1:00 PM

**End:** Friday, June 16, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Eddie Cullen

**Start:** Friday, June 16, 2017 1:30 PM

**End:** Friday, June 16, 2017 2:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Southfield

**Start:** Friday, June 16, 2017 4:30 PM

**End:** Friday, June 16, 2017 5:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Jana Toner  
**Location:** (b)(6)  
**Start:** Wednesday, June 21, 2017 12:00 PM  
**End:** Wednesday, June 21, 2017 1:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** waggle demo

**Start:** Tuesday, June 20, 2017 11:00 AM

**End:** Tuesday, June 20, 2017 12:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

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**Subject:** Call

**Start:** Tuesday, June 20, 2017 5:00 PM

**End:** Tuesday, June 20, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Jim Bland (b)(6)  
**Location:** Starbucks  
**Start:** Tuesday, June 27, 2017 2:30 PM  
**End:** Tuesday, June 27, 2017 3:30 PM  
**Recurrence:** (none)  
**Meeting Status:** Meeting organizer  
**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** E Stein

**Start:** Thursday, June 22, 2017 11:30 AM

**End:** Thursday, June 22, 2017 1:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Din

**Start:** Thursday, June 22, 2017 9:30 AM  
**End:** Thursday, June 22, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

---

**Subject:** Heathe

**Start:** Thursday, June 22, 2017 8:00 AM

**End:** Thursday, June 22, 2017 9:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley



**Buchesky, Stanley**

---

**Subject:** MacDonald

**Start:** Friday, June 23, 2017 9:30 AM

**End:** Friday, June 23, 2017 10:00 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Dixon, Doris**

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**Subject:** Meeting with Rep. Johnson (R-OH) re: school emergency preparedness with Ohio Org  
**Location:** 1710 Longworth  
**Start:** Friday, July 14, 2017 9:30 AM  
**End:** Friday, July 14, 2017 10:00 AM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Dixon, Doris  
**Required Attendees:** Kesner, Paul; Buchesky, Stanley; Petersen, Molly; Reynolds, Cody

Rep. Terry Johnson has requested a meeting between the Department's OSHS and Frank Hoagland (a newly elected OH State Senator / and the leaders of 360 SafeSolutions (an Ohio based school safety organization, link below). Rep. Johnson will be present and the meeting is in his office. David Esquith is out of the office on Friday, July 14<sup>th</sup> but Paul Kesner is available. Stan, please join us if this is a meeting of interest to you.

<http://www.360safesolutions.com/about.html>

## Ham, Holly

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**Subject:** Transport Services  
**Location:** Department of Education, 400 Maryland Ave SW  
Washington DC 20202, 2W 248-20  
  
**Start:** Wednesday, July 12, 2017 3:30 PM  
**End:** Wednesday, July 12, 2017 4:30 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Ham, Holly  
**Required Attendees:** Scott, Janet; Manning, Matthew; Carter, Denise; Luczak, Ronald; Hairfield, James; Billups, Angela; Eck, Kevin; Price, Roscoe; Tim Burke

Visitor Information: The Department's Headquarters is located in the Lyndon Baines Johnson building at 400 Maryland Avenue, SW in the District. There are two entrances on the East end of the building: one on the C Street side across from the McDonald's and another entrance on the Maryland Avenue side (Air and Space Museum). Upon entering the building, you will need to go through the security scanner and then check-in at the security desk. Your point of contact will be Kylie Poirier 202-401-1036. Security will contact Kylie to escort you to the designated meeting location.

Please let me know if you have any additional questions.

Thank you,

Kylie Poirier  
202-401-1036

**Buchesky, Stanley**

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**Subject:** Bob Moran

**Start:** Wednesday, June 28, 2017 12:00 PM

**End:** Wednesday, June 28, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** France

**Start:** Wednesday, June 28, 2017 4:30 PM

**End:** Wednesday, June 28, 2017 6:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

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**Buchesky, Stanley**

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**Subject:** Mr Leeb

**Start:** Tuesday, June 27, 2017 5:30 PM

**End:** Tuesday, June 27, 2017 6:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** (b)(6)

**Start:** Tuesday, June 27, 2017 7:00 PM

**End:** Tuesday, June 27, 2017 9:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Meeting

**Start:** Thursday, June 29, 2017 12:00 PM

**End:** Thursday, June 29, 2017 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Farewell

**Start:** Thursday, June 29, 2017 6:00 PM

**End:** Thursday, June 29, 2017 8:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Pollard, Monique**

---

**Subject:** Exit Interview  
**Location:** Stanley's Office - 7W206  
  
**Start:** Thursday, June 29, 2017 2:30 PM  
**End:** Thursday, June 29, 2017 3:00 PM  
  
**Recurrence:** (none)  
  
**Meeting Status:** Accepted  
  
**Organizer:** Pollard, Monique  
**Required Attendees:** Buchesky, Stanley  
**Optional Attendees:** Jones, Carly

Good Morning Stanley,

I will meet with you tomorrow for your exit interview.

Monique



**Buchesky, Stanley**

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**Subject:** Talk

**Start:** Thursday, June 29, 2017 3:00 PM

**End:** Thursday, June 29, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** New Appointment

**Start:** Thursday, June 29, 2017 11:00 AM

**End:** Thursday, June 29, 2017 11:30 AM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Buchesky, Stanley**

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**Subject:** Phil

**Start:** Thursday, June 29, 2017 3:00 PM

**End:** Thursday, June 29, 2017 3:30 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Buchesky, Stanley

**Zimmermann, Jacquelyn**

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**Subject:** YOU ARE INVITED TO Student Art Exhibit Opening With Performances: Fairfax County Public Schools

**Location:** U.S. Department of Education, LBJ Auditorium

**Start:** Tuesday, July 18, 2017 11:00 AM

**End:** Tuesday, July 18, 2017 12:00 PM

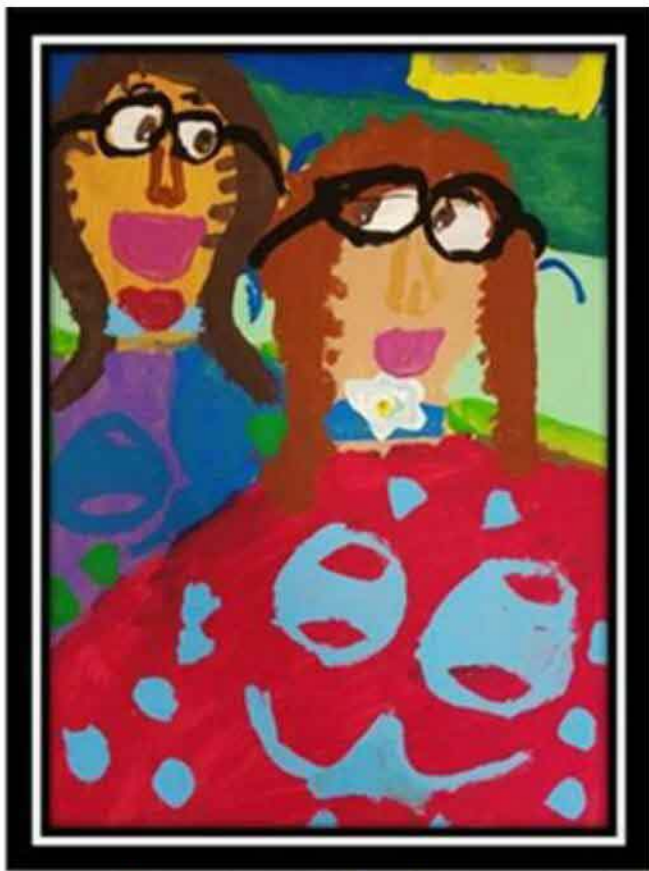
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Zimmermann, Jacquelyn

**Required Attendees:** OCO All HQ Users; OII All Users; OS Employees only; OS Correspondence; OS Exec Sec; OS Immediate; OS Intl Affairs; OS OET; OESE Executive Office; OESE Indian Education; OESE IAP Staff; OESE OAS; OESE OAI; OESE OSHS; OESE OEL; OESE OSS



**Lili Rivas Reyes, Lynbrook Elementary School  
"Neighborhood Friends"**



**Shailey Pratt, Robinson Secondary**



***PLEASE J***

**The U.S. Department of**

**Fairfax County Pub**

**at**

**“The World Through My Eyes” Student Art Ex**

**>> Tuesday, July 18, 2017**

**At LBJ Education Building’s Barnard Auditorium: 40**



Abby Bonilla, Deer Park Elementary School, "My Home Everywhere"

## film—

- *Buzzcut Season* (Rachel Carson Middle School)
- *Art Education in FCPS*

## music—

- **55-person orchestra** led by Clayton Allen, Orch (Lake Braddock Secondary School)
- **Liya Chamber Ensemble** performing "Corelli S"
- **Sophia Welch** performing "Defying Gravity" Fro
- **Students from Hayfield, Fairfax, West Springfield, Lake Braddock, S**  
"Holding Out for a Hero" From *Footloose*

## remarks—

- **Dr. Monique M. Chism**, Deputy Assistant Secretary, Office of Elementary
- **Karen Corbett Sanders**, FCPS School Board Member, Mt. Vernon District
- **Purnima Vasistha**, Sixth-grader, Deer Park Elementary School, "Art Make
- **Matthew J. Cohen**, Senior, Lake Braddock Secondary School, "I am a Pho
- **Precious Crabtree**, Visual Arts Teacher, Deer Park Elementary School

**\*\*\*RSVP\*\*\***

To Jackye Zimmermann by July 12 at [jacquelyn.zimmermann@fcps.edu](mailto:jacquelyn.zimmermann@fcps.edu)